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ABSTRACT

Part I, Administrative Provisions, of the State Plan for the Administration of Vocational and Technical Education in Illinois constitutes the basis upon which eligibility of the State for Federal funds is determined and becomes a contract with the Federal government. This section includes coverage of general provisions, fiscal control and fund accounting procedures, State vocational education programs, vocational education programs for the disadvantaged, vocational education research and personnel training, exemplary programs and projects, residential vocational education schools, consumer and homemaking education, cooperative vocational education programs, and work study programs for vocational education students. Part II contains annual and long-range plan provisions giving a comprehensive analysis of the State's need to provide Vocational and Technical Education for all youth and adults who need and deserve such training. The plan provides a matrix for planning and budgeting to indicate how the State will set priorities, objectives, activities, costs and benefits in meeting the identified technical and vocational education needs. (EA)

a state plan for the administration

fiscal year 1974

# of vocational and technical education in illinois

State of Illinois
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
1035 Outer Park Drive
Springfield, Illinois 62706

BULLETIN NO.
3-973

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A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 AND PART F OF THE HIGHER EDUCATION ACT OF 1965

Submitted by the State of ILLINOIS

Approved by Board of Vocational Education and Rehabilitation
(Name of State Agency)

on July 2, 1973
(Date)

To be completed by the Office of Education:

Received by the Office of Education June 13, 1973
(Date)

Effective date of State Plan: July 1, 1973
(Date)

Approved by: John Ottina

Acting U. S. Commissioner of Education
(Title)

Date Approved: August 13, 1973

ILLINOIS STATE CLEARINGHOUSE

TO: Mr. Sherwood Dees

SUBJECT: STATE CLEARINGHOUSE SIGN OFF LETTER

DATE: July 23, 1973

This will serve to notify you that project **State Plan for the Administration of Vocational and Technical Education - FY 74 SAI No. 4.3 23 73 03** has completed the A-95 review process and may now proceed with the formal application to the appropriate Federal Agency.

☒ No Comment: The application may be submitted as received by the State Clearinghouse.

☐ Comments Attached: The Governor has determined that the attached comments should accompany this proposal.

Upon submission of the final application to the Federal Agency, please notify the State Clearinghouse of the submission date and file a draft copy of the 102 (Environmental Impact) Statement if one is required.

Thank you for your cooperation.

Lawrence P. Malone
State Clearinghouse Officer

Certificate of Attorney General

State of Illinois

I hereby certify:

1. That the State of Illinois Board of Vocational Education and Rehabilitation is the State Board in this State within the meaning of section 108(8) of Public Law 90-576;

2. That said Board has the authority under State law to submit a State plan;

3. That said Board has authority to administer or supervise the administration of the foregoing State plan;

4. That all of the provisions of the foregoing plan are consistent with State law; and

5. That the Executive Officer, Division of Vocational and Technical Education has been duly authorized by State of Illinois Board of Vocational Education and Rehabilitation to submit the foregoing State plan and to represent the State Board of Vocational Education and Rehabilitation in all matters pertaining thereto.

The foregoing certification and approval is subject to the provisions of the following statutes: 20 USCA, Sec. 1221 et seq., 20 USCA, Sec. 1241 et seq., paragraphs 2-3.26, 13.4 and 698 of Chapter 122, paragraphs 176b and 176c of Chapter 127, paragraph 19a of Chapter 130 and paragraph 189 of Chapter 144, Illinois Revised Statutes 1971, where applicable.

June 15, 1973 (Signed) William J. Scott
(Date) (Attorney General)

Certificate of State Advisory Council

State of Illinois

I hereby attest that the State Plan for fiscal year 1974 was prepared in consultation with the State of Illinois Advisory Council on Vocational Education. It reflects the advice and recommendations of the Council.

The Council certified the State Plan for fiscal year 1974 at a meeting of the Executive Committee (authorized by the Council to act) on June 29, 1973, in Chicago.

The advisory Council will continue to explore the many needs of vocational education and will continue to focus these concerns upon the State Plan.

The Council accepts its responsibilities of initiating and continuing a statewide program of evaluation, advisement, and planning cooperatively with the State Board of Vocational Education and Rehabilitation and other interested parties in a sincere effort to provide relevant educational opportunities to all citizens of the State.

June 29, 1973 By: Donald E. Truitt
Chairman

Certificate of State Board

State of Illinois

I hereby certify that the attached State Plan for fiscal year 1974 was adopted by the State of Illinois Board of Vocational Education and Rehabilitation on July 2, 1973. The State Plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representations contained in the Plan as of this date are accurate to the best of my knowledge and belief.

State of Illinois Board of Vocational Education and Rehabilitation

July 2, 1973
(Date)

By: Jerome G. Miller
Chairman

Certificate of Public Hearing and Public Notification

State of Illinois

I hereby certify that:

1. Notification of date for public hearing and materials were provided as follows:

Date(s) of Notification	Sent to	Materials Provided with Notice
Mailing June 22, 1973 Legal Publication of Hearing Urbana Courier June 23, 1973	School Superintendents Superintendents of Educational Service Regions Junior College Presidents Representatives of Private Institutions and other Organizations	None (copies of The Proposed Plan were provided at Div. of Voc. Educ. offices in Chicago and Springfield and OSPI office in Mt. Vernon)

2. Public hearing on the State Plan for vocational and technical education was held as follows:

Date	Time	Place	Attendance
July 2, 1973	9:00 - 11:00 A.M.	Springfield	28

3. The hearing was conducted by:

Date	Name	Title
July 2, 1973	Sherwood Dees	Director, Division of Vocational Education

4. Conclusions or Decisions Reached:

Upon testimony presented and subsequent deliberations by the State Board, the Proposed State Plan was approved to be forwarded to the Commissioner of Education for his consideration for approval.

State of Illinois Board of Vocational Education and Rehabilitation

July 2, 1973
(Date)

By: Jerome G. Miller
Chairman, State Board of Vocational Education and Rehabilitation

ACKNOWLEDGMENTS

The State Board of Vocational Education and Rehabilitation acknowledges with appreciation the contributions of individuals, groups and agencies to the development of the FY 1974 State Plan for the Administration of Vocational and Technical Education in Illinois.

INTRODUCTION

The **Fy 1974 State Plan for the Administration of Vocational and Technical Education in Illinois** contains an amended and edited Part I—Administrative Provisions and a completely revised Part II—Annual and Long-Range Program Plan Provisions.

Part I constitutes the basis upon which eligibility of the State for Federal funds is determined and becomes a contract with the Federal government. Part II contains projections for carrying out vocational education programs for FY 1974 and FY 1978. The projections are estimates only because sufficient valid statistical data is lacking, the appropriated budget varies from one year to another and legislative changes affecting vocational and technical programs can occur.

The contents of the State Plan are organized in conformity with the **Federal Guide for the Development of a State Plan for the Administration of Vocational Education.** The guide indicates the type of information which should be supplied and the format to be followed. In some instances, the guide contains interpretations of the Federal statute that are more detailed than the Federal regulations.

The State Plan represents the thinking of many individuals. Personnel from the Division of Vocational and Technical Education, the State Advisory Council on Vocational Education, local educators, and representatives from various State agencies contributed ideas and/or data. Any interested person or group had this opportunity through written or oral communications and a public hearing.

Activities involved in the implementation of the State Plan shall comply with the Articles of the Constitution for the State of Illinois, as adopted by special public election held December 15, 1970, and as amended by legislative action.

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PART I - ADMINISTRATION PROVISIONS

Part I - Administrative Provisions has been edited and updated but remains basically the same as the 1973 State Plan. For example, where appropriate references to the Illinois Revised Statute of 1967 have been changed to read Illinois Revised Statute, 1971. Other changes, most of them minor, have been made in the following sections:

1.14 State Board Organization

1.15-7 Consultant - Publications

1.22 Public Information

1.36-3 Para - Professional Personnel

1.41 Policies and Procedures for Personnel Preparation and Development

1.51 Review and Evaluation of Personnel Preparation and Development

1.72 Handicapped Persons

2.32 Construction

3.12 Identification of Disadvantaged Persons

3.27 Application of Criteria in Determining the Relative Priority of Local Applications

Some of the changes in Sections 1.14-2 and 1.14-3 are the result of the termination of the Post-Secondary Unit and the official transfer of its function and personnel to the Program Approval and Evaluation Unit and the Occupational Consultants Unit.

The Post-Secondary Coordinating Unit was created in FY 1970 to accommodate the emphasis placed upon development of post-secondary training programs in the Vocational Education Amendments of 1968 and to aid the newly created junior college system in Illinois. The initial purpose has been satisfied; the post-secondary program is very much operational at this time. The coordination function will be continued through program approval, evaluation and resultant consulting services.

of Public Instruction, the Director of Agriculture, the Director of Children and Family Services, the Director of Labor, the Director of Mental Health, the Director of Public Health, and 6 members to be appointed by the Governor." (Chap. 122, Sec. 695 § 2, Illinois Revised Statutes, 1971.) The Superintendent of Public Instruction is an elected State officer. The directors of the six above mentioned Departments are appointed by the Governor of the State.

1.14-2 The State Board shall provide a State staff sufficiently adequate to enable it to administer, supervise and evaluate vocational education programs, services and activities under the State Plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests and abilities of those being trained.

The staff of the Division of Vocational and Technical Education is organized to carry out the functions as assigned. The following organization of units is designed to carry out the State program for the purpose of initiation of new programs as well as maintaining, extending, and improving programs of vocational education which are realistic in light of actual or anticipated opportunities for gainful employment, and which are suited to the needs, interests and abilities of those benefiting from such training.

(a) The Directors Office

The Directors office is composed of the Director and Assistant Director(s) who will carry on the administrative functions of the State staff, directing the total program at the State level, advising the Executive Officer who, in turn, makes recommendations to the Board.

PART I – ADMINISTRATIVE PROVISIONS

1.0 General

1.1 State Board

1.11 Name and Designation of State Board

The "Board of Vocational Education and Rehabilitation" is the sole agency responsible for vocational education in the State of Illinois. Throughout this plan any reference to the "State Board" refers to this official Board. (Chap. 122, Sec. 695 § 2, Illinois Revised Statutes, 1971; copy filed with U. S. Office): "There is hereby established the Board of Vocational Education and Rehabilitation hereinafter referred to as the Board ...."

1.12 Executive Officer Designation

"The Superintendent of Public Instruction shall be the Executive Officer for all of its work pertaining to Vocational and Technical Education, with responsibility to represent the Board in the administration of its plans and programs for vocational and technical education." (Chap. 122, Sec. 695 § 2, Illinois Revised Statutes, 1971.)

1.13 Authority of State Board

The State Board's authority under State law to submit the State Plan and to administer the programs described therein is given in Chap. 122, Secs. 694, 695, and 697, Illinois Revised Statutes, 1971. "The Board shall have power and it shall be its duty: To cooperate with the Federal government in the administration of the provisions of the Federal Vocational Education law .... To promulgate reasonable rules and regulations relating to the enforcement of the provisions of this Act."

1.14 State Board Organization

1.14-1 The State Board composition is as follows: "The Board shall consist of the Director of Registration and Education, the Superintendent

(b) Program Approval and Evaluation Unit

The Program Approval and Evaluation Unit, composed of a coordinator and staff, provides assistance in planning for the development and improvement of the local educational agency's vocational education program through a systemized approval and evaluation process.

(c) Occupational Consultant Unit

The Occupational Consultant Unit, composed of a coordinator and staff from the various occupational fields, provides leadership through specialized consultative services to all appropriat agencies concerned with promoting, planning, implementing, and developing programs at all levels of vocational education.

(d) Special Programs Unit

The Special Programs Unit, composed of a coordinator and staff in each of the special program areas under the Act, provides for the development of ancillary and special programs at all levels of vocational education.

(e) Professional and Curriculum Development Unit

The Professional and Curriculum Development Unit, composed of a coordinator and staff, provides for the development of personnel, curricula, and published communications for all levels of vocational education.

(f) Research and Development Unit

The Research and Development Unit, composed of a coordinator and staff, provides for the development of research, developmental, and exemplary activities for all levels of vocational education.

(g) Fiscal and Statistical Unit

The Fiscal and Statistical Unit, composed of a coordinator and staff, provides for ensuring accountability of all appropriations and expenditures and provides for data for reporting and planning of vocational education.

(h) Manpower Development and Training Unit

The Manpower Development and Training Unit, composed of a coordinator and staff, provides direction to educational agencies in establishing and maintaining manpower development and training programs as requested by the Illinois State Employment Service.

(i) Administrative Planning Council

The coordinators of the Program Approval and Evaluation Unit, the Occupational Consultant Unit, the Special Programs Unit, the Professional and Curriculum Development Unit, the Research and Development Unit, the Fiscal and Statistical Unit, and Manpower Development and Training Unit, shall function as a planning committee devoting such time as is necessary to those activities involved in statewide program planning.

1.14-3 The organization of the State Board staff on the administration of programs under the State Plan follows on the next page.

1.14-4 Professional staff members will be assigned to each unit annually or as situations change dependent upon priorities of need.

1.15 Administrative Responsibility for Personnel Development

The State Board designates the Professional and Curriculum Development Unit of the Division of Vocational and Technical Education as the unit responsible for personnel development activities sponsored by the Division. Staff members within the unit are assigned to the following functions:

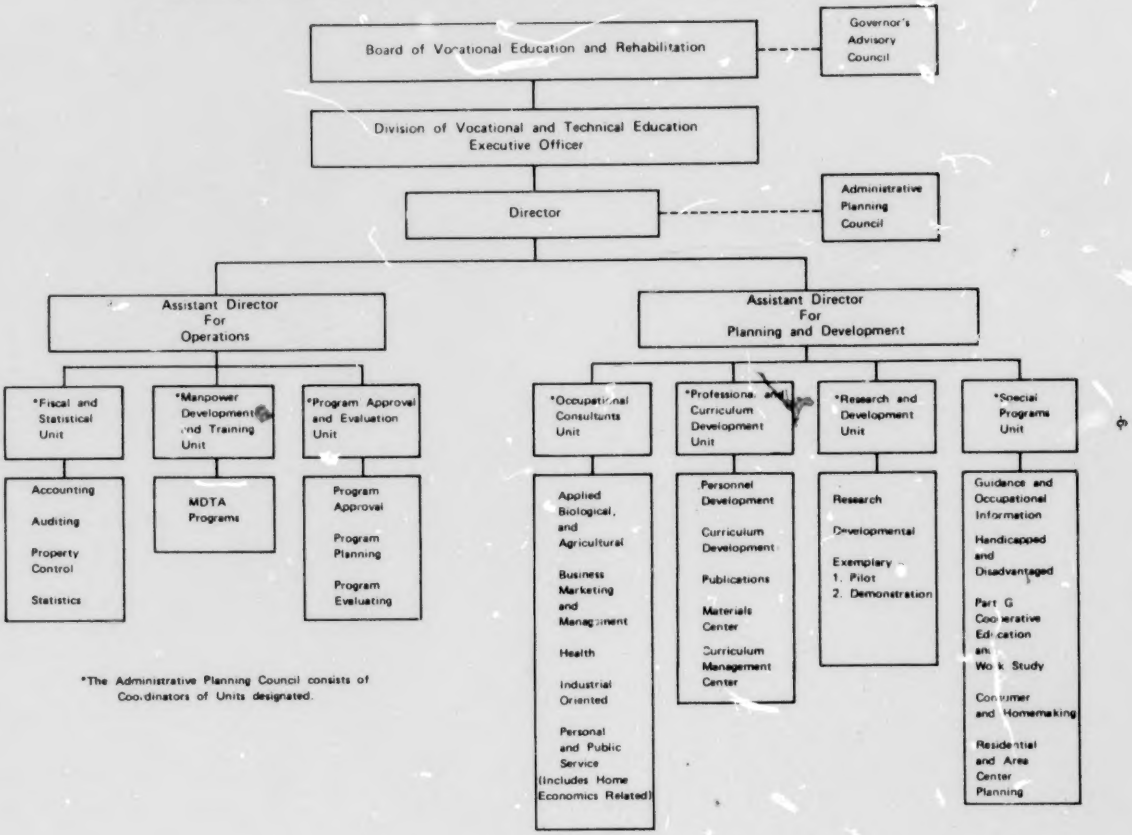
1.15-1 Coordinator

The unit coordinator is responsible for all personnel assigned to the Professional and Curriculum Development Unit. In addition, he will coordinate internal and external personnel resources assigned to the development of in-service, pre-service and curriculum programs, organize resources (human, fiscal and physical) to accomplish the objectives of this plan and serve as a member of the University Occupational Education Coordinators Committee.

1.15-2 Assistant Coordinator

The assistant coordinator shall assist the coordinator for the administration of that segment of the State program of vocational and technical education as designated by the Organization Chart (1.14-3 of the State Plan) He will administer and supervise all personnel develop-

ORGANIZATIONAL CHART DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION



*The Administrative Planning Council consists of Coordinators of Units designated.

ment activities which involve EPDA (Educational Professions Development Act) monies, and be responsible for coordination of all resources; human, fiscal and physical necessary to design, develop and implement occupational curricula.

1.15-3 Head Consultant – In-Service

The head consultant for In-Service Education will coordinate the design, development and implementation of personnel development programs which train, retrain, maintain, and/or upgrade instructional, administrative and ancillary personnel.

1.15-4 Head Consultant – Curriculum

See Assistant Coordinator (1.15-2).

1.15-5 Head Consultant – Materials Resource Center

The head consultant for the Materials Resource Center will be responsible for coordinating the internal and external resources required to produce materials for the Division of Vocational and Technical Education, cooperating state agencies, and where appropriate, cooperating local educational agencies.

He will assist in the coordination of a materials resource center composed of the following functions:

(a) Audio
(b) Video
(c) Printed Production
(d) Professional Library
(e) Materials Acquisition
(f) Development of Curricula
(g) Diffusion and Dissemination

He will also assist the head consultant for In-Service Education in the conduct of in-service activities utilizing the resources of the Materials Resource Center.

1.15-6 Consultant – Special Program Development

The consultant for Special Program Development will be responsible for organizing resources; human, fiscal and physical necessary in the development of curriculum and personnel programs for the conduct of special consumer-homemaking education (Part F), cooperative work study (Part G), and Part 102B, programs for special needs.

He will assist all personnel in the Professional and Curriculum Development Unit in the design, development, and implementation of their respective responsibilities.

1.15-7 Consultant – Publications

The consultant for Publications will be responsible for gathering data, generating articles, producing, editing, and disseminating publications illustrating efforts of the Division of Vocational and Technical Education and contemporary evolvements and practices occurring in occupational education in the State.

He will provide occupational education personnel with information related to national issues, trends, and practices affecting the conduct of occupational education programs.

1.2 Public Hearings and Information

1.21 Public Hearings

Public Hearings on the proposed State Plan shall be held in compliance with Public Law 90-576 and in accordance with "An Act in Relation to Meetings." (Approved July 11, 1957) (Amended Law, 1967, House Bill 476, Approved July 24, 1967) The School Code of Illinois, 1969, pp. 551-555, § 1, 2, 2.01, 2.02, 2.03, and 2.04.

1.22 Public Information

Policies and procedures established by the State Board designed to insure that copies of the State Plan and other general directives issued by the State Board are available to the public and understood by them are

(a) Instruct the State Plan writing committee to work with the State Plan liaison committee of the State Advisory Council on Vocational Education.

(b) Distribute the State Plan and other general directives to superintendents of educational service regions, chief administrators of public educational institutions, local directors of vocational/technical education, State Board and State Advisory Council members and other interested parties.

(c) Distribute the State Plan and other general directives to interested groups or individuals at public meetings in the six regions of the State. Discussions and question and answer sessions will be held at such meetings to assist in public understanding.

(d) Distribute the State Plan and other general directives to any person requesting a copy.

The State Plan and other general directives will be reproduced in multiples of 1,000 as needed to satisfy the demand for these documents. Superintendents of educational service regions have procedures for distribution of all directives from the State Board of interested local school personnel.

1.3 Duties and Qualifications of Personnel

All professional personnel shall meet the minimum requirements for certification by the State Teacher Certification Board where applicable. (See "Minimum Requirements for State Certificates") The duties and qualifications of professional personnel having responsibilities in connection with vocational education under the State Plan are:

1.31 State Administrative and Supervisory Personnel

1.31-1 Executive Officer for the Division of Vocational and Technical Education

(a) Duties

The Executive Officer shall advise and recommend policy and action to the State Board and authorize expenditures under the State Plan.

(b) Qualifications

The Executive Officer shall be the Superintendent of Public Instruction, State of Illinois.

1.31-2 Director of the Division of Vocational and Technical Education

(a) Duties

Administer the State program of vocational and technical education according to the policies established by the State Board and in accordance with the Regulations established by the Commissioner of Education for the administration of Federal vocational and technical education acts and in accordance with the State Plan.

(b) Qualifications

A Master's Degree from a recognized institution of higher learning and recent administrative experience with demonstrated competence in the field of vocational and/or technical education deemed appropriate by the State Board, or formal education and recent administrative experience deemed equivalent by the Executive Officer and the State Board.

1.31-3 Assistant Director(s) of the Division of Vocational and Technical Education

(a) Duties

The Assistant Director shall assist the State Director in the administration of the program of vocational and technical education.

(b) Qualifications

Same as 1.31-2(b)

1.31-4 Coordinators of Units

(a) Duties

Coordinators shall be responsible to the Assistant Director(s) and to the State Director for the administration of that segment of the State program of vocational and technical education as designated by the Organization Chart (1-14-3 of the State Plan).

(b) Qualifications

A Master's Degree from a recognized institution of higher learning and a recent administrative or supervisory experience with demonstrated competence in the field of vocational and/or technical education deemed appropriate by the Director, or formal education and recent administrative or supervisory experience deemed equivalent by the Director.

1.31-5 Assistant Coordinators

(a) Duties

The Assistant Coordinators shall assist the Coordinators for the administration of that segment of the State program of vocational and technical education as designated by the Organization Chart (1.14-3 of the State Plan).

(b) Qualifications

Same as 1.31-4(b).

1.31-6 Regional Directors

(a) Duties

The Regional Directors assigned to the Program Approval and Evaluation Unit shall provide leadership in establishing criteria for approval of a total program in local educational agencies and be responsible for annual evaluation and recommendations for improvement of the total program in the State.

(b) Qualifications

Same as 1.31-4(b)

1.31-7 Consultants

(a) Duties

The Consultants shall provide vocational and technical education leadership and consultative service for professional staffs and planning and advisory groups; plan, promote and/or evaluate those segments of the State vocational/ technical education program to which assigned.

(b) Qualifications

Formal education and experience in the field assigned or a background of general and/or vocational technical education and experience deemed appropriate for the particular assignment by the State Director.

1.31-8 Fiscal Officers

(a) Duties

Fiscal Officers shall be responsible for the internal organization and administration of that part of the total fiscal and statistical operation assigned by the Coordinator of that unit in compliance with the unit function outlined in 1.14-2(g) of this Plan.

(b) Qualifications

A background of formal education and experience appropriate for the particular assignment, as determined by the State Director.

1.32 Local Administrative and Supervisory Personnel – Secondary and Post-Secondary

1.32-1 Local Director of Vocational and Technical Education

(a) Duties

The local director shall establish, promote and direct the local or area program of vocational and technical education according to State and Federal regulations in order to serve the occupational needs of those persons residing within a designated geographical area.

(b) Qualifications

An appropriate supervisory certificate, when required by State statute, meets State Board minimum requirements (See State Board Minimum Requirements for Personnel, Bulletin No. 4, "Criteria For Program Approval And Financial Support") and has recent experience deemed appropriate by the local chief school administrator.

1.32-2 Local Assistant Director(s) of Vocational and Technical Education

(a) Duties

The local assistant director(s) shall assist the local director establish, promote and direct the local or area program of vocational and technical education according to State and Federal regulations in order to serve the occupational needs of those persons residing within a designated geographical area.

(b) Qualifications

Same as 1.32-1(b)

1.32-3 Local Supervisor of Vocational and Technical Education

(a) Duties

The local supervisor shall establish, promote and supervise that segment of the local program of vocational and technical education dealing with a particular cluster of occupations to which assigned.

(b) Qualifications

An appropriate supervisory certificate, when required by State statute, meets State Board minimum requirements and has specialization and recent experience in the subject matter area which is to be supervised, as deemed appropriate by the local chief school administrator. (See DVTE Bulletin No. 4, "Criteria for Program Approval and Financial Support.")

1.33 Instructional Personnel

1.33-1 Local Instructional Personnel

(a) Duties

The instructional personnel shall implement curricula, develop instructional materials and conduct instructional activities which will enable the students to meet realistic occupational goals.

(b) Qualifications

An appropriate certificate, when required by State statute, and meets State Board minimum requirements. A background of formal education and/or experience appropriate for the particular instructional assignment, as determined by the local chief school administrator. (See DVTE Bulletin No. 4, "Criteria for Program Approval and Financial Support.")

1.34 Program Planning and Evaluation Personnel

1.34-1 Program Planning Personnel

(a) Duties

The Unit Coordinators shall serve as an administrative planning council, as outlined in 1.14-2(i) of this Plan, and shall be responsible for planning a unified total State Program of vocational and technical education.

(b) Qualifications

Same as 1.31-4(b).

1.34-2 Program Approval and Evaluation Personnel

(a) Duties

Same as 1.31-6(a).

(b) Qualifications

Same as 1.31-6(b).

1.35 Other Ancillary Service Personnel

1.35-1 Teacher Educators

(a) Duties

Teacher Educators shall provide preservice and in-service training of sufficient scope and quality to adequately

prepare vocational education teachers, counselors, coordinators, supervisory and administrators.

(b) Qualifications

A Bachelor's Degree from a recognized institution of higher learning; formal education and recent vocational and/or technical education experience identified in contractual arrangements approved by State Director.

1.35-2 Local Vocational Guidance Coordinators

(a) Duties

The local vocational guidance coordinator shall provide leadership and emphasis for the vocational aspects of local school guidance services.

(b) Qualifications

Professionally qualified guidance person with appropriate wage-earning work experience outside the guidance and teaching fields as determined by the local chief school administrator and meets State Board minimum requirements. (See DVTE Bulletin No. 4, "Criteria for Program Approval and Financial Support".)

1.35-3 Research and Developmental Personnel

(a) Duties

The research and developmental personnel shall provide leadership in the research and developmental areas of vocational and technical education and coordinate all the activities in terms of priorities of need at the State and local levels.

(b) Qualifications

A background of general and/or vocational education and experience appropriate for the particular assignment, as determined by the State Director.

1.35-4 Curriculum Personnel

(a) Duties

The curriculum personnel shall provide leadership and establish priorities in the area of curriculum development and dissemination.

(b) Qualifications

A background of general and/or vocational education and experience appropriate for the particular assignment as determined by the State Director.

1.36 Other Personnel

1.36-1 Baccalaureate Degree Institutions

(a) Duties

Same as for equivalent positions under 1.32, 1.33 or 1.35.

(b) Qualifications

Same as for equivalent positions under 1.32, 1.33 or 1.35.

1.36-2 Exchange Personnel from Business and Industry

(a) Duties

Same as for equivalent positions under 1.32, 1.33 or 1.35.

(b) Qualifications

Education and experience appropriate for the particular assignment as determined by the State Director.

1.36-3 Para-Professional Personnel

(a) Para-professional personnel, within the limits of applicable State statutes (School Code of Illinois, Curricular Series A No. 265, Section 10-22.34b, p. 123), shall assist in the conduct of the vocational/technical education program at the State or local level as assigned.

(b) A background of training and/or experience deemed appropriate by the local chief school administrator as applicable.

1.4 Professional Personnel Preparation and Development

1.41 Policies and Procedures for Personnel Preparation and Development

The State Board will enter into cooperative arrangements with educational institutions, private and public, and/or individuals, which will improve the competencies of instructional personnel in the State. In-service training programs will be conducted cooperatively with the aforementioned institutions to improve the quality of instruction, supervision, and administration of vocational education. In addition, institutes and workshops will be conducted, both short term and regular sessions, which will be designed to improve the competencies of those persons teaching, administering or supporting vocational education programs, including those capable of meeting the special educational needs of the disadvantaged and handicapped persons in the State.

1.41-1 Pre-Service Training

It shall be the responsibility of the State Board to provide leadership to institutions in the initiation and promotion of pre-service education of vocational personnel. These persons shall be trained to fulfill all occupational and

individual needs at all levels; elementary and secondary schools, junior colleges, vocational and technical institutions, or any school where vocational courses are offered.

1.41-2 In-Service Training

The State Board shall ascertain appropriate in-service training needs of vocational education personnel and shall be responsible for promoting in-service training or entering into contractual arrangements with any private or public agency, institution, and/or individual with the express purpose of fulfilling these in-service needs for personnel improvement.

1.41-3 Other

The State Board will initiate and encourage the formulation of unique programs which will provide competencies for persons desirous of specialized training such as leadership and administrative roles. These may include programs provided for in the Educational Professions Development Act, exemplary programs, or through cooperative efforts with other educational agencies, business, industry, labor and/or individuals, as well as other States.

1.42 Review and Modification of Personnel Qualification Standards

The State Board shall continuously review and modify personnel qualification standards to insure that such qualification standards continue to reflect a direct relationship with the need for personnel in all vocational programs carried out under the State Plan including research, experimental, developmental, demonstration, pilot, or for exemplary programs or projects.

The State Board will make recommendations to the State Certification Agency regarding minimum qualifications for the certification of occupational administrative, supervisory, instructional, and supportive personnel.

1.43 Determination of Personnel Preparation and Development Priorities

The criteria for determining personnel preparation and development priorities will be based on (1) the magnitude of various needs, and (2) the feasibility of satisfying those needs considering the human, financial, and physical resources available.

1.43-1 Specific personnel development needs will be identified through solicitation, acquisition, and synthesis of input from the following sources:

(a) Teacher training institutions
(b) Instructors in the field
(c) Associations, societies, and other organizations representing career education personnel
(d) Field consultants and other staff of the Division of Vocational and Technical Education
(e) Department of Labor
(f) Manpower development agencies
(g) Office of the Superintendent of Public Instruction
(h) Community colleges
(i) Area vocational centers
(j) Private schools
(k) Penal institutions
(l) State Advisory Council for Vocational Education
(m) Employment agencies
(n) Data from Three-Phase Evaluations
(o) Special projects
(p) Others

1.43-2 The feasibility of satisfying the needs is based on the following questions.

(a) What human resources are available in the State and nation, i.e., expertise, manpower, administrative, which can be engaged to satisfy the need?

(b) What are the financial resources available, i.e., State, Federal, and local funds?

(c) What physical resources are available, i.e., time, facilities, hardware, software, etc.?

1.43-3 The priorities resulting from the above need determination and resource analysis are placed in rank order based on the following concerns:

(a) Which activities will have the greatest impact on the quality and scope of career education in Illinois, i.e., how many personnel, programs, and/or learners will be affected?

(b) Which activities will produce the most favorable cost/effectiveness ratio?

(c) Which activities will attempt to meet the most pressing needs?

(d) Which occupational field(s) will be affected?

(e) Which activities are in greatest accord with the concerns of the State Board?

1.44 Advisory Committee

Two advisory committees have been appointed for personnel preparation and development. They act to advise the professional development staff in planning, priority determination, and personnel program development.

1.44-1 Education Committee

The educational personnel committee is composed of one presidential appointee from each of eight state universities. In addition, ex-officio members include one member from the Board of Higher Education, the Illinois Junior College Board, and the Division of Vocational and Technical Education. They are responsible for advising the Professional and Curriculum Development Unit in determination of priorities for curriculum and personnel development activities. They also coordinate all occupational

personnel developing activities on their respective campuses. As a committee, they act to coordinate a statewide personnel delivery system for preparation of vocational personnel.

1.44-2 Industry Committee

The industry committee is composed of four members of the State Advisory Council appointed by its Chairman. They represent business, industry, and government and act to advise the Division of Vocational and Technical Education personnel in the development of personnel programs which are in the best interests of the people of Illinois.

1.45 Procedures for Obtaining and Approving Projects and Activities

EPDA funds are utilized to conduct projects and activities which otherwise would not be possible due to fiscal authorization. The liaison structure inherent in the Education Advisory Committee provides for articulation of activities at the eight state universities and the Division of Vocational and Technical Education. Grantees are determined by the Division with input from the advisory committees. In some cases, where innovative ideas are desired, the committee issues RFP(s) (Requests for Proposals) to all institutions and agencies in the State. Subsequent proposals resulting from the RFP(s) are evaluated and grantees are selected on the basis of proposed activity, maximization of resources and potential for serving students.

Each project/activity, as a part of the contractual arrangement, shall indicate the provisions to evaluate, disseminate and utilize project data. For economic and distribution expediency, dissemination, generally, will be handled by the Materials Resource Center.

All proposals shall specifically indicate the design of programs which will insure the participant the acquisition of competencies needed to function in identified subject matter areas of occupational education.

All applicants must meet minimum eligibility requirements as outlined in each program submitted for funding. This requirement is intended to serve the best interests of individual participants and yet fulfill the personnel development needs of the State.

1.46 Supplement Funds

The State Board provides assurance that federal funds will supplement and, to the extent practicable, increase the level of funds that would, in the absence of such federal funds, be made available for purposes which meet the requirements set forth, and in no case supplant such funds.

1.47 Coordination With Other EPDA Programs

The EPDA Personnel Development Coordinator (See 1.15-2) will be responsible for continuous coordination of all programs and activities utilizing EPDA 553 funds. In addition, he will serve as liaison to the Office of the Superintenent of Public Instruction and the individual designated as EPDA B2 Coordinator.

As is possible, the personnel development coordinator will serve in an advisory capacity to the director of the EPDA 552 univeristy based doctoral programs.

1.5 Program Evaluation

The State Board shall coordinate the evaluation of the local vocational education programs, services and activities under the State Plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interest and abilities of those being trained. The evaluation process shall also assure the accountability of Federal and State funds allocated to vocational programs as well as provide a source of data on which total State planning of vocational programs can be based.

A local district One and Five-Year Plan for Vocational and Technical Education containing information concerning the proposed conduct of the local program, as outlined in 3.21-1 of this part, shall be submitted annually by the local educational agency for approval by the StateBoard. Evaluation of the Local Plan shall be made annually by the State

Board and on-site visitations of local programs will be conducted on a periodic basis. The evaluation process shall be coordinated by the State as described in Bulletin No. 35, "Three Phase System For Statewide Evaluation Of Occupational Education Programs."

1.51 Review and Evaluation of Personnel Preparation and Development

1.51-1 Review and evaluation of the personnel preparation and development program is based upon the following activities:

(a) Each product (workshop, institute, etc.) is required to produce a final report of the activity. This report reflects the training provided and provides data upon which to base the potential teaching success of the participants.

(b) Each participant of a state sponsored activity is required to complete an anonymous evaluation of the activity and the instructor.

(c) Each state university seeking support from vocational education funds will present an Institutional Plan for Personnel Development in Occupational Education. Staff of the Professional and Curriculum Development Unit will review the plans and direct resources toward personnel preparation and development activities. The sum total of all university plans will constitute the major data for assigning priorities to personnel development activities.

1.51-2 The following factors will be instrumental in planning and operating a total articulate delivery system of personnel development based on the aforementioned findings:

(a) A model Plan for Personnel Development

(b) Student success (follow-up studies)

1.6 State Reports

The State Board will participate in periodic consultations with the Commissioner and his staff, and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under the acts. The State Board will keep such records, afford such access thereto, and comply with such other provisions as the Commissioner may find necessary to assure himself that such reports are correct and verifiable. The Fiscal and Statistical Unit, as described in 1.14-2 (g) shall compile information for such reports.

1.7 Cooperative Arrangements

1.71 State Employment Service

The State Board has entered into a cooperative agreement with the Illinois State Employment Service. The Director of Vocational and Technical Education and the Superintendent of the State Employment Service have effected a plan of cooperation for these two agencies which provides for the Illinois State Employment Service to furnish occupational information for the schools and for the schools to provide for the Illinois State Employment Service, information regarding qualifications of persons having completed or completing vocational education courses. Arrangements between local schools and the Employment Service offices shall be compatible with the plan of cooperation agreed upon by the Superintendent of the State Employment Service and the Director of Vocational and Technical Education. The State Board shall encourage the local schools to give consideration to the information furnished by the State Employment Service concerning current and projected job opportunities, job requirements and training needs, locally and elsewhere (a) in planning vocational education courses, and (b) in counseling students relative to occupational opportunities and training. When information regarding

qualifications of persons having completed or completing vocational education courses or curriculum is requested by the local State Employment Service Offices, the local school shall supply this agency with the names and training records of high school students and out-of-school students having completed or completing vocational education courses leading to gainful employment.

1.72 Handicapped Persons

In order to provide training and employment opportunity for the handicapped, the State Board has entered into cooperative agreements with the Office of the Superintendent of Public Instruction (Department for Exceptional Children, Title I ESEA), Division of Vocational Rehabilitation and local educational agencies concerned with handicapped persons.

An Interagency Committee has been formed to expand cooperative agreements with the Illinois Department of Children and Family Services, Illinois Department of Corrections, Illinois Department of Mental Health and other State agencies who are responsible for conducting educational and vocational training programs with the handicapped persons for whom they have responsibility.

Contracted agreements may be made with private training agencies where this service is not available through local educational agencies. Utilization of rehabilitation facilities and the possibilities for cooperative relationships at both State and local levels shall be explored. (See Bulletin No. 24, "Guidelines for Contractual Agreements.")

1.73 Other Agencies, Institutions, Organizations

In order to provide all individuals with ready access to suitable vocational education, the State Board may develop a cooperative arrangement with a local educational agency or other public or non-public agency, institution or organization concerned with vocational education programs under the State Plan, or having knowledge of, or information concerning individuals who have received, are receiving, or are in need of receiving vocational education.

of Sec. 108 (11) of the Act. Only institutions approved or recommended by the Office of the Superintendent of Public Instruction or the Department of Registration and Education may be eligible for such contracts.

1.82 Other Agencies and Institutions

Arrangements may be made for the provision of any portion of the program of instruction on an individual or group basis by public or nonpublic agencies or institutions (other than the State Board or local educational agency) through a written contract with the State Board or local educational agency. Such contracts shall describe the type of instruction to be provided by an agency or institution and incorporate the standards and requirements of vocational instruction set forth in the Regulations and in this part of the State Plan. Such contracts shall be entered into only upon a determination by the State Board or local educational agency of satisfactory assurance that

(a) the contract is in accordance with State or local law,

(b) the instruction to be provided under contract will be conducted as a part of the vocational education program of the State and will constitute a reasonable and prudent use of funds available under the State Plan, and

(c) the contract contains an assurance that Federal, State and local funds paid to the contracting agency of institution will be used only to lower the rate of, or eliminate, tuition, fees and other charges which otherwise would be collected from persons benefiting from the program.

Contracts shall be reviewed at least annually by the parties concerned. Contracts entered into by local educational agencies shall be forwarded to the State Board for filing with their local plan.

The State Board may enter into cooperative arrangements with other agencies, organizations and institutions concerned with manpower needs and job opportunities, such as institutions of higher education, model cities projects, business, industry, labor and community action organizations. Each cooperative arrangement shall specify the purposes for which each arrangement is consummated. Copies of all cooperative arrangements will be forwarded to the U. S. Office of Education for filing with the State Plan.

1.74 Other States

The State Board may enter into a cooperative agreement with one or more other states for the conduct and administration of vocational education. All cooperative arrangements shall conform to the Illinois State Statutes and the State Plan for Vocational Education. Policies and procedures for approval of and participation in such arrangements shall be those established by Chap. 122, Secs. 739-741 incl., Illinois Revised Statutes, 1971. Copies of all cooperative agreements between states will be forwarded to the U. S. Office of Education for filing with the State Plan.

1.8 Vocational Education Under Contract

1.81 Private Post-Secondary Vocational Training Institutions

Post-secondary vocational instruction provided in other than public institutions may be supported only through arrangements entered into with private post-secondary vocational training institutions (pursuant to Paragraph 1.82). Where the State Board or local educational agency determines that such private institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training of a lesser cost, or can provide essential equipment or services not available in public agencies or institutions, contractual agreements may be made. For purposes of this paragraph, a "private post-secondary vocational training institution" means a private business or trade school, or technical institution or other technical vocational school providing post-secondary education which meets the requirements set forth in subparagraphs (a) through (d)

1.9 Construction Requirements

1.91 Labor Standards

The State Board shall enter into only those contracts which provide that all laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the 1968 Amendments to the Vocational Education Act of 1963 will be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act as amended (Act of March 3, 1931, P.L. 798, 71st Congress, 46 Stat. 1494 as amended, 40 U.S.C. 276a-276a-5) and 29 C.F.R. Part I (See 29 F.R. 95), and shall receive overtime compensation in accordance with, and subject to, the provisions of the Contract Work Hours Standards Act. (P.L. 87-581, 76 Stat. 357, 40 U.S.C. 327-332) as provided for in section 203(a) (4) of such Act, and that such contractors and subcontractors shall comply with the provisions of 29 C.R.R. Part 3 (See 29 F.R. 97) and abide by the contract clauses required by 29 C.F.F. 5.5(a) and (c) (See 29 F.R. 100, 101, 13463).

1.92 Equal Employment Opportunity

All construction contracts exceeding $10,000.00 shall include the employment nondiscrimination clause prescribed by Sec. 203 of Executive Order No. 11246 of September 1965 (30 F.R. 12319), and the State Board or local educational agency shall otherwise comply with the requirements of Section 301 of said Executive Order.

1.93 Avoidance of Flood Hazards

In the planning of the construction of school facilities under the Act, the State Board or local educational agency shall, in accordance with the provisions of Executive Order No. 11296 of August 20, 1966 (31 F.R. 10663), and such rules and regulations as may be issued by the Department to carry out those provisions, evaluate flood hazards in connection with such school facilities and, as far as practicable, avoid the uneconomic, hazardous, or unnecessary use of flood plains in connection with such construction.

1.94 Accessibility to Handicapped Persons

In the planning of construction of school facilities under the Act, the State Board or local educational agency shall comply with regulations issued by the Administrator of General Services (41 CFR Part 101-17) to implement Public Law 90-480 (42 U.S.C. Ch. 51). All school facilities shall be designed, constructed, or altered with funds under the Act in accordance with House Bill 2416 passed by the 75th General Assembly of the State of Illinois.

1.95 Competitive Bidding

1.95-1 Awarding Construction Contracts

All construction contracts shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except that if one or more items of construction, specified in § 102.135, are covered by an established alternative procedure, consistent with State and local laws and regulations, which is approved by the State agency as designed to assure construction in an economical manner consistent with sound business practice. Any alternative procedure shall be described in writing and submitted to the U.S.O.E. for filing with the State Plan.

1.95-2 Obtaining Related Construction Services

Architectural, engineering, and related construction services contracts shall be awarded according to policies and procedures outlined in 1.95-1 of this part of the State Plan.

1.95-3 Purchasing Initial Equipment

Initial equipment purchase contracts shall be awarded based on lowest qualified bidder as specified by the State Statute. (Illinois Revised Statutes, 1971, Chap. 122, Sec. 10-20.21)

1.95-4 Acquiring Land and Buildings

The acquisition of land and/or buildings shall be in keeping with prudent use of public funds

for vocational education purposes. Acquisition of land and buildings shall be according to Sec. 22-16, 22-17, 16-2, 16-3, and 16-6 of the School Code, State of Illinois.

1.10A Effective Use of Results of Program and Experience

The State Board shall gather and disseminate results and experience gained through programs and projects assisted under Parts C through I of the Act: Research and training in vocational education; exemplary programs and projects; residential vocational education; consumer and homemaking education; cooperative vocational education programs; work-study programs for vocational education students; and curriculum development in vocational and technical education. This will include intra-staff, intra-state and coordination with ERIC Central and the Ohio Center for Vocational-Technical Education where applicable. A state central materials development center will review, revise and publish materials that are appropriate for general distribution. Persons responsible for gathering and disseminating such information, and those responsible for implementing new directions in vocational education will be involved in a continual in-service program designed to effectively produce acceptance and implement change.

1.10B Opportunity For Hearings on Local Applications

Any local educational agency dissatisfied with the approval status of their One and Five-Year Plan for Vocational and Technical Education, or parts thereof, shall submit in writing within 30 days of receipt of the status of the local plan their justification for disagreement to their respective Regional Director.

In the case of dissatisfaction of approval or funding status in other areas, the local educational agency shall submit in writing within 30 days of receipt of notification of such status

their justification for disagreement to the Coordinator of the unit through which the program was submitted.

The Unit Coordinator involved shall submit in writing to the State Director within 30 days of receipt of such justification his recommendations for action on the dissatisfaction. The State Director shall within 10 days of receipt of such recommendations submit in writing to the local agency the action taken as a result of their submission of justification for the dissatisfaction.

If the dissatisfaction still exists upon receipt by the local agency of action taken as a result of said agency's justification, the local agency shall within 15 days submit in writing to the State Director of the Division of Vocational and Technical Education a request for a Director's hearing upon the matter. Such hearing shall be held within 15 days at a time and place set by the Director. The Director shall within 15 days after the hearing notify said agency in writing of his final action.

The local agency, if dissatisfied with the final action of the Director, shall within 15 days request in writing, a hearing before the State Board. The Director within 15 days of receipt of such request, shall arrange the date, place, and time of such hearing and give written notification to the local educational agency.

The Chairman of the Board, or his appointed representative, shall conduct the hearing, accepting evidence from representatives of the local educational agency and representatives of the State Board staff. A record of the proceedings shall be kept by the State Board. The State Board shall notify the local educational agency in writing of its decision within 15 days after the hearing.

Further appeal under judicial review shall be as specified in Chap. 144, Sec. 121-135 of the Illinois Revised Statutes, 1967, and in accord-

ance with the 1968 Amendments to the Vocational Education Act, Sec. 123, (d), (1), (2) and (3).

1.10C Economically Depressed Areas or High Unemployment Areas

In determining which areas and communities of the State are "economically depressed areas," "economically depressed communities," or "areas of high unemployment," the State Board will consider determinations made by the Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to Section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161). Information on such areas may be obtained from the Economic Development Administration, Department of Commerce, Washington, D.C. 20230, or from its Regional offices. Designated model city and/or urban renewal areas will also be considered. School districts within the areas so designated will be designated by the State Board as economically depressed or high unemployment areas. Determinations which have been made for Title I, ESEA, eligibility may be used by the State Board. Additional data obtained from the Illinois Department of Labor and the Illinois Department of Public Aid may also be used by the State Board.

1.10D Areas of High Youth Unemployment or School Dropouts

The State Board shall determine areas of high concentration of unemployed youth or school dropouts as designated in 1.10D-1, 1.10D-2, 1.10D-3, 1.10D-4 and 1.10D-5.

1.10D-1 Local school districts, cooperative arrangements of local school districts, model city areas, and/or urban renewal areas, shall determine the size and composition of the areas designated.

1.10D-2 The State Board shall designate such areas as defined in 1.10D-1 as "areas of high youth unemployment or school dropouts" pursuant to the criteria outlined in 1.10D-3 and/or 1.10D-4 of this part.

1.10D-3 The current school dropout rate in the area is in excess of the overall State school dropout rate. For the purpose of this section, the term "school dropout" refers to a student who leaves an elementary or secondary school before completion of a program of studies and without transferring to another school.

1.10D-4 Areas of the State designated as "areas of high concentration of youth unemployment or school dropouts," the basis of the most recent information available, shall meet the following criteria:

(a) The current rate of unemployment of persons aged 16 through 19 in the area is at least 12 percent, and the average annual rate of such unemployment is at least

(i) 50 percent above the national average for three of the pre-

ceding four calendar years;

(ii) 75 percent above the national average for two of the three preceding calendar years; or

(iii) 100 percent above the national average for one of the two preceding calendar years;

(iv) unusual cases of emergencies resulting in immediate high rates of unemployment.

1.10D-5 Sources of information in making such determination shall be the most recent information available pertaining to school dropouts from the State of Illinois, Office of the Superintendent of Public Instruction, Superintendents of Educational Service Regions, local school

districts and other data available on school dropouts.

Information on youth unemployment rates will be obtained from the Illinois State Employment Service, Department of Labor.

2.0 Fiscal Control and Accounting Procedures

2.1 Custody of Federal Funds

The title and official address of the officer who has the legal authority to receive and hold proper custody of the Federal funds is the Treasurer of the State of Illinois, Springfield, Illinois. "The State Treasurer shall act as the custodian of all moneys allotted to this State under the provisions of the Federal Vocational Education Law. These moneys shall be kept by the State Treasurer in a separate fund, to be known as 'The Federal Vocational Education Fund' and shall be paid out only upon requisition of the Board ...." (Chap. 122, Sec. 698 § 5, Illinois Revised Statutes, 1971)

2.2 Expenditure of Federal Funds

The official title of the officer who has authority to authorize expenditures under the State Plan is the Executive Officer for Vocational and Technical Education.

"The Auditor of Public Accounts is hereby authorized and directed to draw warrants upon the State Treasurer against 'The Federal Vocational Education Fund' upon vouchers certified as correct by the executive officer for vocational and technical education and approved by the Department of Finance." (Chap. 122, Sec. 698 § 5, Illinois Revised Statutes, 1967)

"The Comptroller, in accordance with law, shall maintain the State's central fiscal accounts, and order payments into and out of funds held by the Treasurer." (Article V, Section 17, Constitution of the State of Illinois)

2.3 Allotment Availability

2.31 Programs and Services

The State accounting system utilizes a modified cash basis. Expenditures for personnel and travel are charged to the fiscal period in which these occur. Supplies, equipment and printing are charged to the fiscal period in which they are obligated. Contractual services are charged to the fiscal period in which service is rendered. All Fiscal procedures shall be according to State Regulations for State Agencies. Administrative equipment whether purchased with State or Federal Funds is considered to be State property once placed on the State Property Control Inventory. Disposition of such property is according to State Property Control Regulations. All obligations must be liquidated by September 30 following June 30, the close of each fiscal year.

"Federal funds appropriated under Public Law 90–576, Parts C through I, may be obligated through contract by the State Board prior to June 30 to be expended in the immediate subsequent fiscal year for programs which meet the requirements of that part of the Act." Local educational agencies vary from a strictly cash basis to strictly accrual basis.

2.32 Construction

The act or occurrence which charges the Federal allotment for construction, acquisition of land, buildings and equipment, and the procurement of architectural, engineering and other construction-related services is the approval of the project by the State Board. Approval is made by the State Board for these expenditures for a period not to exceed one year prior to the date of approval of the project by the Board. The construction contract must be entered into within twelve months of the approval date and charging of the Federal allotment. Extension of time may be granted by the State Board due to circumstances beyond control of the local agency. Such approval also obligates the funds to be available until the project is completed. Local educational agencies shall also obligate funds until the project is completed. When State construction funds are made available through the Capital Development Board, the State Board remains the educational planning approval agency and area center designating agency with the State construction funds administered by the Capital Development Board.

2.4 Fiscal Records

Copies of all records of financial accounts and supporting documents will be kept on file in the office of the State Board, 1035 Outer Park Drive, Springfield, Illinois, until audit completion by Federal Auditors or for a five year period. Basic fiscal documents, such as purchase orders, requisitions, invoices, travel authorization, etc., will be kept on file, for a period of 5 years, in the offices of the local educational agencies conducting the vocational education programs.

2.5 Audits

2.51 Auditor General

The Auditor General is responsible for the audit of all State programs involving the use of state funds. Such audits are made at least once every two years but

additional audits may be made by the Auditor General at any time. Any independent audit may be made through the authority and sanction of the Auditor General. Copies of such audits will be available in the office of the State Board and/or the office of the Auditor General, State of Illinois.

2.52 Audit of Local Accounts

The State Board and/or a certified public accountant licensed to practice in Illinois will audit the fiscal records and documents of the local educational agencies pertaining to expenditures claimed for Federal financial participation under an approved program. These audits will be made at least annually and copies of such audits will be available in the Office of the State Superintendent of Public Instruction, Room 302, State Office Building, Springfield, Illinois, and/or the Illinois Junior College Board, 544 Iles Park Place, Springfield, Illinois, and/or State Board, Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois.

3.0 State Vocational Education Programs

3.1 Allocation of Funds to Part B Purposes

This part of the State Plan indicates the policies and procedures to be followed by the State Board in the development of its annual plan, in allocating Federal and State funds and in taking into consideration the distribution of local funds among each of the population groups and categories of vocational education programs, services, and activities on a statewide basis.

3.11 Percentage Requirements

Allocations of Federal funds by the State Board shall comply with the following percentage requirements:

3.11-1 Vocational Education for Disadvantaged Persons

At least 15 percent of the total allotment for any fiscal year of funds appropriated under Section 102(a) of the Act, or 25 percent of that portion of the State's allotment in excess of its basic allotment, whichever is greater, shall be used only for vocational education for the disadvantaged persons.

3.11-2 Post-Secondary Vocational Education

At least 15 percent of the total allotment of funds for any fiscal year appropriated under Section 102(a) of the Act, or 25 percent of that portion of the State's allotment, which is in excess of its base allotment, whichever is greater, shall be used only for post-secondary vocational education.

3.11-3 Vocational Eduction for Handicapped Persons

At east 10 percent of the total allotment of funds appropriated for any fiscal year under Section 102(a) of the Act shall be used only for vocational education for handicapped persons.

3.12 Identification of Disadvantaged Persons

3.12-1 Criteria for Identifying Such Persons

"Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services, or both, in order for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in 3.13) unless such persons also suffer from the handicaps described in this paragraph. In the identification of such persons, information available from various State and local agencies will be utilized as outlined in 1.72 of this part.

To be eligible for vocational education under provisions of this Act, disadvantaged persons shall be identified by local educational agencies, in cooperation with the Illinois State Employment Service, the Division of Vocational Rehabilitation, and local public welfare agencies, in terms of one or more of the following criteria or their documented equivalent:

(a) Are overage for grade by at least two years
(b) Have difficulty communicating in writing or speaking
(c) Are frequently absent from school or work without apparent cause
(d) Have a reading level of at least two grades below grade placement
(e) Have a mathematical ability at least two grades below grade placement

(f) Exhibit hostile or apathetic behavior

(g) Need economic assistance to continue their educational programs

Local educational agencies, in cooperation with persons and/or agencies involved in such fields as special education, guidance, psychology, counseling, social work etc., will determine actual criteria for identification of "disadvantaged persons" within the intent of the Vocational Education Amendments of 1968. The diversity of urban, suburban, and rural population groups in Illinois mandates that specific criteria be developed and identified in the local Annual Plan. (See DVTE Bulletin No. 40, "Vocational Education for Disadvantaged and Handicapped Persons.")

3.12-2 Methods by Which These Persons Are Identified and Recruited for Enrollment in Vocational Education

Plans for vocational education submitted by local educational agencies shall outline programs especially designed for disadvantaged persons when applicable. Necessary data identifying disadvantaged persons shall accompany the Local Plan. The local educational agency shall offer programs specifically designed to meet the needs of the disadvantaged, involve representation from the disadvantaged community in implementing such programs, and actively recruit individuals needing such programs.

Local plans submitted by educational agencies will include programs, services and activities for "disadvantaged persons." State guidelines for submission of local plans will emphasize such programs. Encouragement to develop such programs will be provided by the financial support of such programs as described in 3.27 of this part. Evaluation of the Local Plan and periodic evaluation of programs will include evidences of consideration of such programs.

Procedures for the identification of disadvantaged will be evaluated annually in conjunction with program evaluation outlined in 1.5 of this Plan.

3.13 Identification of Handicapped Persons

3.13-1 Criteria for Identifying Such Persons

"Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer and homemaking education program. Local educational agencies, in cooperation with other appropriate agencies, shall indicate procedures and criteria for identification of persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, or crippled. (See DVTE Bulletin No. 40, "Occupational Education for Disadvantaged and Handicapped Persons.")

3.13-2 Means of Identification Through Testing and Other Diagnostic Techniques

Plans for vocational education submitted by local educational agencies shall describe testing and diagnostic techniques for identifying such individuals, specifically including procedures of cooperation with local offices of vocational rehabilitation, special education, employment services and other agencies interested in education and/or training for the handicapped. Procedures for identification of the handicapped will be evaluated annually in conjunction with program evaluation outlined in 1.5 of this Plan. Testing and other diagnostic techniques for such identification will be the responsibility of the local agency and identified in the Local Annual Plan.

3.14 Manpower Needs and Job Opportunities

The State Board, in determining allocation of funds, shall place high priority on manpower needs and job opportunities as defined in 3.26-1 of the Plan. This factor, specifically new and emerging job needs and opportunities, is an identified element in the formula used for allocation of funds to local educational agencies for the various purposes outlined in the Plan.

3.15 Vocational Education Needs of Groups to be Served

The State Board shall allocate Federal funds appropriated under Section 102(a) of the Act and allotted for the purposes of Part B for vocational education programs, services and activities for the following groups of persons:

(a) Persons in high school

(b) Persons who have completed or left high school and who are available for study in preparation for entering the labor market

(c) Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment (other than persons receiving training allowances under the Manpower Development and Training Act of 1962 (42 U.S.C. 2571-2628) or the Trade Expansion Act of 1962 (19 U.S.C. 1801-1991))

(d) Disadvantaged persons

(e) Handicapped persons

Allocation of Part B funds among the groups of persons to be served will be determined by criteria specified in 3.27 of this part. Funds for persons described in (a), (b) and (c) are reflected in the basic per capita base, contingent upon their enrollment in elementary, secondary, post-secondary or adult programs.

A specific weighted factor, determined annually, will be applied to the base for programs designed for disadvantaged and handicapped persons.

3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities

The State Board allocates funds to local educational agencies based on the following policies and procedures:

3.21 Local Applications

Local educational agencies wishing to secure Federal and State funds for vocational education programs, services and activities shall submit, in writing, an application to the State Board annually by the date specified by the Board. (See Bulletin No. 2, "Guidelines and Format-Local Plan.")

3.21-1 Content of the Local Annual Plan

All local applications for approval of programs, services and activities shall contain

(a) A description of the total program on which the local agency is requesting funds;

(b) A statement of compliance with State Board minimum requirements of qualifications of staff responsible for carrying out the program;

(c) A justification of need of Federal and State funds and indication of sources and amounts of other funds available for this purpose;

(d) Certification that the application was developed in consultation with area resources;

(e) Assurance that the program, services and activities are designed to prepare persons for occupational entry into a career field;

(f) An indication of the percentage of the total student body to be served by the proposed plan and long range plans for

meeting occupational training needs of students and for meeting existing and emerging manpower employment needs;

(g) Procedures for evaluating the program, services and activities in terms of these long range plans, and

(h) Certification that the program, services and activities meet applicable requirements of the Act, the Regulations and the State Plan.

3.21-2 Construction of Area Vocational Education Schools

Applications requesting allocation of Federal and State vocational education funds for construction shall include information contained in Bulletin No. 6, "Area Secondary Vocational Center Planning Guide." Procedures for submitting such applications are also outlined in the above bulletin and in 1.9 of Part I of this Plan.

3.22 Procedures for Processing Local Applications for Vocational Programs, Services and Activities

3.22-1 Programs, services and activities undertaken by the State Board

Current State Statute does not provide for state-operated programs and schools but may be legally constituted by special enactment of the General Assembly.

3.22-2 Programs, services and activities undertaken by local educational agencies

(a) Applications for Federal and State funds for programs, services and activities may be initiated by local educational agencies for comprehensive programs of occupational training following a local determination of needs of students and occupational job opportunities in the area to be served by the local agency.

(b) Applications from local educational agencies will be processed by the State Board as follows:

(i) Applications for approval of programs, services and activities to be funded from Part B funds will be reviewed by regional directors of the Program Approval and Evaluation Unit.

(ii) Applications for approval of programs, services and activities to be funded from Part C through I funds will be reviewed by the appropriate personnel of the Division of Vocational and Technical Education.

(iii) Recommendations to the State Director will be made by the respective units after consultation with the local educational agency when necessary for clarification.

(c) The State Director will take action on local applications when it has been determined that the proposed program is designed to serve the needs of all students needing occupational training within the local educational agency and that the proposed program has met the minimum requirements set forth in the Act and minimum criteria established by the State Board.

3.22-3 Coordination with Other State Agencies

The State Board will obtain clearance from other State agencies as required and will coordinate with other State agencies through cooperative arrangements as described in 1.7 of this Plan in the approval of local programs, services and activities pursuant to 3.22-2. Agencies with which cooperative arrangements may be made include the Office of Superintendent of Public

Instruction, Division of Vocational Rehabilitation, Department of Children and Family Services, Department of Mental Health, Department of Public Health, State Institutions for the Handicapped, Department of Corrections, State Employment Service, Department of Public Aid, Department of Personnel and other State agencies.

3.23 Procedures for Processing Local Applications for Construction

Any local educational agency wishing to secure Federal and State funds for construction of area vocational facilities shall submit an application to the State Board at the appropriate time as specified in Bulletin No. 6, "Area Secondary Vocational Center Planning Guide."

3.23-1 Projects Undertaken by the State Board

Current State Statute provides for state administration of schools if legally constituted by special enactment of the General Assembly.

Such schools shall receive approval of programs and reimbursement on submission of a local plan as outlined in 3.2 of this part.

3.23-2 Projects Undertaken by Local Educational Agencies

Applications for Federal and State funds for construction of area vocational facilities initiated by local educational agencies will follow the procedures outlined in State Board Bulletin No. 6, "Area Secondary Vocational Center Planning Guide."

3.23-3 Coordination with Other State Agencies

(a) Secondary Construction Projects

Construction projects entailing applications for Federal and State funds for area secondary vocational facilities will obtain clearance from the Superintendent, Educational Service Region of

the County in which the facility is planned. Clearance by the Office of Superintendent of Public Instruction indicating that proposed facilities meet the standards set forth in the Building Safety Code shall be secured.

(b) Post-Secondary Construction Projects

Post-secondary construction projects will be approved by the Illinois Junior College Board.

The State Board shall approve any post-secondary construction project involving vocational education funds.

3.24 Maintenance of Effort

(a) Federal funds made available under Part B of the Act will not supplant State or local funds, but will be so used as to supplement, and to the extent practical, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the purposes set forth in Section 122(a) of the Act, so that all persons in all communities of the State will, as soon as possible, have ready access to vocational education suited to their needs interests and ability to benefit therefrom.

(b) There shall be no payments of Federal funds under the Act in any fiscal year to any local educational agency unless the State Board finds that the combined fiscal effort of that agency and the State with respect to the provision of vocational education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year. Any reduction in combined fiscal effort of more than 5 percent will disqualify a local educational agency unless the agency is able to demonstrate that such a reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the local educational agency.

3.25 Matching

3.25-1 Overall State Matching

Federal funds allocated to local educational agencies will result in at least one dollar of State and local funds being expended for each dollar of Federal funds expended under the State Plan for vocational education programs, services and activities under Part B of the Act, but not in a manner which requires local educational agencies to match Federal funds at a percentage ratio uniform throughout the State.

3.25-2 Reasonable Tax Effort

(a) No local educational agency with taxing authority which is making a reasonable tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-Federal share of the cost of such programs.

(b) The tax effort of local educational agencies is represented by the ratio between the total annual revenue available to the agency for educational purposes and the total value of real property in the area served by the agency. This ratio is calculated annually and will be secured from the Office of the Superintendent of Public Instruction in cases of elementary and secondary educational agencies and the Junior College Board in the case of junior college districts.

(c) The State Board shall consider reasonable a tax effort equal to, or greater than, the State average of local educational agencies of the same legal class.

(d) Data collected regarding manpower needs both local and statewide shall be disseminated by the State to all local

educational agencies for use in local planning.

3.26 Criteria for Determining Relative Priority of Local Applications

3.26-1 Manpower Needs and Job Opportunities

(a) Manpower needs and job opportunities, both current and projected, shall be based upon the most recent data available from the Department of Labor (local, state and national), surveys conducted locally, upon the recommendations of state and local advisory committees, and/or any privately contracted survey the State Board may deem necessary.

(b) To the extent of practicality, the data collected in (a) above will be used to determine long-range program plans.

(c) The results of periodic evaluations (refer to 1.5 State Plan) shall assist the State Board in determining the effectiveness and needs of programs at the local level.

(d) Data collected regarding manpower needs both local and statewide shall be disseminated by the State to all local educational agencies for use in local planning.

3.26-2 Vocational Education Needs

(a) The State Board through the staff of the Division of Vocational and Technical Education shall determine by reviewing the Local District One and Five-Year Plan for Vocational and Technical Education, submitted by each local educational agency, the relative degree to which those agencies are meeting the needs of all persons who desire vocational training. An evaluation (refer to 3.21 and 3.22 State Plan) by the State

Board shall determine to what extent this criteria is being met in each educational agency.

(b) The long-range plan shall serve as an instrument to determine the occupational education program needed for satisfactory assurance of substantial progress toward meeting the vocational education needs of potential students.

(c) The periodic evaluation shall be coordinated by the Program Approval and Evaluation Unit and shall be articulated with the appropriate units of the Division of Vocational and Technical Education.

(d) Each local educational agency's Local District One and Five-Year Plan for Vocational and Technical Education shall be evaluated annually with an on-site visitation conducted periodically. Program adjustment shall be made as required.

3.26-3 Relative Ability to Pay

The State Board shall determine the allocation of funds based on the assessed value per student in local educational agencies at the elementary and secondary levels as set forth by the Office of Superintendent of Public Instruction. Such allocations shall be determined at the post-secondary level as set forth by the Illinois Junior College Board. (Currently on a per resident basis.)

Priorities shall be given to local education agencies serving depressed areas by application of factors in 3.27 of this part.

The plus weights of the appropriate factors in 3.27 as determined by consideration of 3.26-1, 3.26-2, 3.26-3, 3.26-4 and 3.26-5 will place funding emphasis on depressed and/or high unemployment areas.

3.26-4 Relative Costs of Programs, Services and Activities

Allocation of funds to local educational agencies shall reflect costs of programs, services and activities provided which are in excess of the cost normally attributed to the cost of education. Consideration shall be given to excess costs accruing to local educational agencies due to excessive construction costs, excessive cost of equipment, excessive instructional costs and/or costs for supplying special services as detailed in the local application.

Funds will be allocated as described in 3.27 of this part. Such excess costs shall be documented in the local application. Information will be updated annually.

3.26-5 Other Criteria of the State

(a) Implementation of initial programs shall be given priority by the State Board in relation to funding of ongoing programs.

(b) Equipment, construction and other costs not included in the basic per capita formula, will be determined on an individual agency basis.

3.27 Application of Criteria in Determining the Relative Priority of Local Applications

The weights of all of the following factors will be determined and adjusted annually on the basis of total projected enrollments by groups to be served, (refer to 3.15 State Plan) and the projected amounts of Federal, State, and local funds available. Portions of the total funds will be earmarked to cover "set asides" for disadvantaged, handicapped and post-secondary programs and to cover the plus weights of priority factors. Distribution of these "set asides" will be on a per capita basis or by contract when more appropriate.

Data derived from consideration of all points under 3.26 of the State Plan will be considered annually in establishing factor weights as specified in Bulletin No. 4, "Criteria for Program Approval and Financial Support."

Allocation of funds to local educational agencies shall be made by applying the following factors:

(a) Basic per capita on average vocational educational membership: elementary, secondary, post-secondary, adult.

Program priorities based on manpower needs and relative costs.

The following factors shall be added as applicable:

(b) Factor 1 – Relative ability of local educational agency to provide program.

(c) Factor 2 – Provisions for educating disadvantaged persons.

(d) Factor 3 – Special organizational structures serving special groups.

(e) Factor 4 – Implementation of initial programs.

(f) Factor 5 – Provisions for educating handicapped persons.

4.0 Vocational Education Programs for the Disadvantaged

In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with Federal funds under Section 102(b) of the Act.

4.1 Required Allocation of Funds to Certain Areas

The State Board shall, based upon valid data, allocate funds for programs for the disadvantaged located in areas of the State having high concentration of youth unemployment or school dropouts. (Refer to 1.10D State Plan.)

4.2 Participation of Students in Non-Profit Private Schools

(a) Cooperative arrangements shall be made to permit disadvantaged students attending non-profit private schools to participate in vocational offerings in public schools of the students home public school district.

(b) The State Board may, through special contracts, provide vocational education programs for the disadvantaged youth attending non-profit private schools consistent with Regulation 102.7.

(c) Plans submitted by local educational agencies shall indicate the number of students enrolled in private non-profit schools expected to participate in the programs and projects proposed.

4.3 Noncommingling of Funds

Proper accounting procedures will be employed to insure that Federal funds expended for students in non-profit private schools will be separately identified and not commingled with State and local funds.

5.0 Research and Training

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with Federal funds under Part C of the Act.

Funds allotted to the States for the purposes of Part C of the Act shall be used for making grants to any college, university, local educational agency and other public or non-profit private agency or institution and entering into contracts with any private agency, organization or institution for the following:

(a) Research and training programs.

(b) Experimental, developmental or pilot programs developed by such institutions and agencies and designed to meet the special vocational needs of youths, particularly disadvantaged youths in economically depressed communities, as determined pursuant to 1.10C State Plan.

(c) The dissemination of information derived from the foregoing programs or from research and demonstrations in the field of vocational education.

State Plan requirements set forth in 3.26 and 3.27 of this Plan may also be applicable to research and training in vocational education assisted with Federal funds under Section 131(b) of the Act.

5.1 State Research Coordination Unit

The Research Coordination Unit pursuant to Section 131(b) of the Act is identified as the Research and Development Unit defined in 1.14-2(f) and 1.14-3 of this Plan with duties and qualifications of staff defined in 1.35-3(a) and 1.35-3(b) of this Plan.

The Research and Development Unit will coordinate vocational education research activities with institutions of higher education, local educational agencies, the educational research development of the Office of Superintendent of Public Instruction and other agencies involved in educational research.

5.2 Application Procedures

5.21 Submittal of Application

Application for support is made by submitting the properly executed application form and the formal proposal to the Research and Development Unit of the Division of Vocational and Technical Education, State Board. (See Bulletin No. 24, "Guidelines for Contractual Agrements")

(a) Applications will describe the nature, duration, purpose and plan of the project, the use to be made of the results in regular programs of vocational education, rational behind the study, objectives and procedures for conduct of the study, qualifications of personnel to conduct the study, methods of evaluation and dissemination of results, and estimated budget for successful completion of the study. Special emphasis should be placed on justification of the amount of the grant or contract funds requested, the portion of cost to be borne by the applicant, and such other pertinent information as the State Board may require.

(b) Applications will be of two types: those requested by the Research and Development Unit and those submitted by the individual or agency. In either case, no application will be considered for funding unless it satisfies one or more of the priority areas. (Table 3, Part II)

(c) Applications will be executed and submitted by an individual duly authorized to act for the applicant.

5.22 Review of Applications

A review committee having permanent and ad hoc membership shall be established. The permanent membership will be representative of the State Board staff and members of the research community. The ad hoc membership may be vocational administrators, subject area specialists, teachers, and resource people from business, industry, labor and other agencies as the nature of the proposal indicates.

Applications will be reviewed in terms of the following pertinent factors:

(a) Relevance to priority areas in vocational education specified in the long-range program plan and to vocational education programs, services and activities described in the annual plan.

(b) Adequacy and competence of personnel designated to carry out the program or project.

(c) Adequacy of facilities.

(d) Reasonable cost estimates.

(e) Expected potential of the proposed program or project being made a part of the regular vocational education program.

(f) The expected potential for utilizing the results of the proposed programs or projects in exemplary or regular vocational education programs.

5.23 Action on Applications

The Director will

(a) approve the application in whole or in part, disapprove the application, or defer action on the application for such reasons as lack of funds or a need for further evaluation;

(b) provide that any deferral or disapproval of an application will not preclude its consideration or resubmission;

(c) notify the applicant in writing of the disposition of the application;

(d) include, in the award letter for any State Board grant or contract, the approved budget and grant or contract conditions which the applicant will accept in accordance with State law.

5.3 Notification to the Commissioner

Within 15 days after the approval of a grant or contract under funds from Part C of the Act, the State Director shall forward to the Commissioner a copy of the approved proposal for which the grant or contract was made.

6.0 Exemplary Programs and Projects

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with Federal funds under Part D of the Act.

Funds allotted to the States for the purpose of Part D of the Act, and available to the State Board pursuant to Sec. 142(d) of the Act, shall be used for making grants or contracts to develop, establish and operate exemplary and innovative occupational vocational education programs or projects of the type described in Section 143(a) of the Act, which are designed to serve as models for use in vocational education programs. Grants for such programs or projects may be made to local educational agencies, or other public or non-profit private agencies, organizations or institutions; and contracts for such programs and projects may be entered into with public or private agencies, organizations or institutions, including business and industrial concerns.

The State Plan requirements set forth in 3.26 and 3.27 of this Plan may also be applicable to exemplary programs and projects in vocational education assisted with Federal funds under Section 142(d) of the Act.

6.1 Application Procedure

6.11 Submittal of Application

Application for support is made by submitting the properly executed application form and the formal proposal to the Research and Development Unit of the Division of Vocational and Technical Education, State Board. (See Bulletin No. 24 – "Guidelines for Contractual Agreements")

(a) Application will describe the nature, duration, purposes and plan of the project, the use to be made of the results in regular programs of vocational education, rational behind the study, objectives and procedures for conduct of the study, qualifications of personnel to conduct the study, methods of evaluation and dissemination of results, and estimated budget for successful completion of the study. Special emphasis should be placed on justification of the amount of the grant or contract funds requested, the portion of cost to be borne by

the applicant, and such other pertinent information as the State Board may require.

Applications will indicate the number of students enrolled in private nonprofit schools who will participate in the project proposed and the degree and manner of such participation. Administration of such programs will be consistent with Regulations 102.7.

(b) Applications will be of two types: those requested by the Research and Development Unit and those submitted by the individual or agency. In either case, no application will be considered for funding unless it satisfies one or more of the priority areas. (Table 3, Part II)

(c) Applications will be executed and submitted by an individual duly authorized to act for the applicant.

6.12 Review of Applications

Applications for grants and contracts shall be reviewed by designated State Board staff and vocational administrators, subject area specialists, teachers, and resource people from business, industry, labor and other agencies as the nature of the proposal indicates.

Applications will be reviewed in terms of such pertinent factors as the following:

(a) Impact on meeting vocational education needs of disadvantaged youth;

(b) Impact on reducing youth unemployment;

(c) Extent to which the project promotes cooperation between public education and manpower agencies;

(d) Relevance to priority areas in vocational education specified in the long-range program plan and to vocational education programs, services and activities described in the annual plan;

(e) Adequacy and competence of personnel designated to carry out the program or project;

(f) Adequacy of facilities;

(g) Reasonable cost estimates;

(h) Expected potential of the proposed program or project being made a part of the regular vocational education program.

6.13 Action on Applications

The Director will

(a) approve the application in whole or in part, disapprove the application, or defer action on the application for such reasons as lack of funds or a need for further evaluation;

(b) provide that any deferral or disapproval of an application will not preclude its reconsideration or resubmission;

(c) notify the applicant in writing of the disposition of the application;

(d) include, in the award letter for any State Board grant or contract, the approved budget and grant or contract conditions which the applicant will accept in accordance with State law.

6.2 Program or Project Requirements

All exemplary programs or projects for which the State Board makes grants or contracts will meet requirements pursuant to 6.21, 6.22, 6.23 and 6.24 of this Plan.

6.21 Coordination with Other Programs

Grants or contracts for exemplary programs will be made only after it is determined, on the basis of information in the application, that effective proce-dures will be followed by grantees and contractors to assure that the planning, development, operation, evaluation and dissemination of informants of such programs and projects carried out under grants or

contracts pursuant to this part, are coordinated with projects funded under Part D of the Act or other publicly and privately operated programs having the same or similar purpose as such programs or projects funded under this part.

6.22 Participation of Students in Private Non-Profit Schools

Grants or contracts for exemplary programs or projects funded under Part D of the Act will be made only after it is determined, on the basis of information in applications that, to the extent consistent with the number of students enrolled in non-profit private schools in the area to be served whose educational needs are of the type which such a program or project is designed to meet, provision has been made for the participation of such students.

Approval of applications and evaluation of projects will emphasize that there shall be genuine and meaningful participation of such students consistent with Regulation 102.7.

6.23 Noncommingling of funds

Grants or contracts for exemplary programs or project funded under Part D of the Act will be made only after it is determined, on the basis of information in applications, that effective policies and procedures will be adopted which assure that funds from Federal sources will not be commingled with State or local funds so as to lose their identity as such.

6.24 Notification to Commissioner

Within 15 days after approval of a grant or contract, under funds from Part D of the Act, the State Director shall forward to the Commissioner a copy of the approved proposal for which the grant or contract was made.

7.0 Residential Vocational Education Schools

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to residential vocational education schools supported with Federal funds under Part E of the Act:

7.1 Procedures for Establishing Residential Facilities

State Operated

The State Board will not plan, construct, or operate facilities except by special enactment by the General Assembly which will specify the purposes and conditions under which such schools may be developed. Upon enactment by the General Assembly specifications, planning, construction and operation will be forwarded to the Commissioner for filing with this Plan.

7.11-1 Planning

Through procedures outlined in this Plan, and any other procedures the General Assembly may deem necessary, basis for such facilities will be determined.

7.11-2 Construction

Construction and administration procedures would be specified by the General Assembly.

7.11-3 Operation

School operation will be according to the specifications of the General Assembly.

7.12 Locally Operated

Policies and procedures which have been developed to assure that all approved applications comply with the special requirements for the establishment of residential vocational education facilities are outlined below.

7.12-1 Submittal of Applications

The State Board will ascertain priority needs

for residential schools in areas of high concentrations of youth unemployment and/or school dropout and other factors relating to need. Applications may be submitted by public educational agencies, organizations or institutions who

(a) can give justification or relationship to serving the area

(b) can relate degree of availability of existing facilities to serving the area

(c) wish to construct facilities, according to requirements, to serve the need. The content of construction applications shall give assurance that the local educational agencies will adhere to construction standards specified in 1.9 of the State Plan.

7.12-2 Review of Applications

The applications shall be reviewed by designated State Board staff and resource persons using the following criteria:

(a) Impact on needs of disadvantaged youth

(b) Impact on reducing youth unemployment

(c) Relevance to State annual and long-range plans

(d) Adequacy of facilities

(e) Reasonableness of cost estimates

7.12-3 Action on Applications

The State Board shall approve, disapprove, or defer action on the application. The applicant shall be notified in writing by the Director of the disposition of the application.

7.13 Priority Allocation of Funds to Certain Areas

In allocation of funds for residential vocational education schools, special consideration will be given to the vocational education needs of persons located in areas with high concentrations of unemployed youths or high school dropouts pursuant to 1.10D of this Plan.

7.2 Requirements

Planning, construction and operation of residential school facilities will meet requirements set forth in Regulation 102.87 as follows:

7.21 Purpose of Program

Residential school facilities will be operated and maintained for the purpose of conducting a residential vocational education school program, including room, board, and other necessities for youth, at least age fourteen but who have not attained age twenty-one at the time of admission to the training program, who need full-time study on a residential basis and who can profit from vocational education instruction; but in no case will juveniles be assigned to such residential schools as the result of their legally adjudicated delinquent conduct.

7.22 Nondiscrimination

Adequate provision will be made for the appropriate selection, without regard to sex, race, color, religion, national origin, or place of residence within the State, of students needing education and training at such school. Such facilities will not be used in a manner resulting in racial segregation.

7.23 Employment Opportunities

Vocational course offerings at the residential school will include fields for which available labor market analyses indicate a present or continuing need for trained manpower. The programs, services and activities offered will be appropriately designed to prepare enrollees for entry into employment or advancement in such fields.

7.24 No Fees or Charges

No fees, tuition, or other charges will be required of students who occupy the residential vocational education facility.

7.3 Notification to Commissioner

Within 15 days after the State Board approves a grant or contract for such residential vocational education facility or program, the State Director shall sign and forward to the Commissioner a copy of the approved proposal for which the grant or contract was made.

8.0 Consumer and Homemaking Education

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with Federal funds under Part F of the Act.

8.1 Establishing and Operating Programs

8.11 State Operated

The State Board will not directly administer programs in consumer and homemaking education but will administer the funds for this purpose by contracting with local educational agencies.

8.12 Locally Operated

Programs, services and activities in consumer and homemaking education will be operated by local educational agencies, organizations, or institutions according to contracts with the State Board.

8.12-1 Submittal of Applications

A local educational agency wishing to submit as part of its total program a plan for consumer and homemaking education, shall include justification in terms of economically depressed and high unemployment areas, if such areas are present. The application shall also give justification in terms of program development for youth and adults who are preparing for dual role of homemaker and wage earner.

Applications shall show justification of proposed programs in terms of encouraging preparation for professional leadership in Home Economics and Consumer Education; and that Consumer Education will be an integral part of the program.

8.12-2 Review of Applications

Applications shall be reviewed by designated State Board staff and resource persons using the following criteria:

(a) Impact on disadvantaged youths and adults

(b) Relevancy to annual and long-range plans

(c) Adequacy of facilities

(d) Reasonableness of costs

(e) Plans for staffing

(f) Plans for supervision and evaluation

(g) In-service training for teachers

(h) Prior demonstrated performance

8.12-3 Action on Applications

The Director shall approve, disapprove, or defer action on the application. The applicant shall be notified in writing of the disposition of the application.

8.13 Required Allocation of Funds to Certain Areas

At least one-third of Federal funds allotted to the State under Part F of the Act shall be used for consumer and homemaking programs in economically depressed areas, or areas with high rates of unemployment, as determined pursuant to Regulation 102.45.

8.2 Required Content of Program

Only programs will be approved which meet the following requirements:

(a) Will encourage greater consideration of the social and cultural conditions and needs, especially in economically depressed areas.

(b) Will encourage preparation for progressional leadership in home economics and consumer education.

(c) Will be designed for youth and adults who have entered, or are preparing to enter, the work of the home.

(d) Will be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.

(e) Will include consumer education as an integral part thereof, including promotion of nutritional knowledge and food use and the understanding of the economic aspects of food use and purchase (Regulation 102.93(e) 10-27-70).

8.3 Ancillary Services and Activities

The State Board shall, through the Professional and Curriculum Development Unit (1.14-2(e), State Plan, this Part) with Part F funds, assist in providing an adequate supply of teacher coordination and instructional materials to assure quality in all vocational programs as indicated in Section 1.4 of the State Plan, this Part. The utilization of appropriate State staff shall assure adequate assistance to the local educational agency in the supervision, administration, evaluation, development of curriculum and instructional materials, and the funding for needed research appropriate to the consumer and homemaking program.

9.0 Cooperative Vocational Education Programs

In addition to the provisions in 1.0 and 2.0 of this Part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with Federal funds under Part G of the Act.

9.1 Procedures for Approval of Cooperative Vocational Education Programs

The State Board will accept from local educational agencies applications for approval of cooperative vocational education programs. Funds under Part G may also be used for ancillary services and activities which are necessary to assure quality in such programs as the Director deems appropriate.

9.11 Submittal of Application

The local educational agency shall submit to the State Board applications for approval of new and special cooperative vocational programs to be funded on a contractual basis. These applications shall include information on the nature, duration, purpose, and plan of the project, value to vocational education, staff qualifications, financial arrangements and participation of public and private employers and any other data which will substantiate the proposal. (See Bulletin No. 24 – "Guidelines for Contractual Agreements")

Local applications will include the number of private non-profit school students to participate and the degree and the manner of such students' participation.

The local educational agency shall maintain administrative control and direction of all such programs.

9.12 Review of Applications

The State staff, along with selected persons with specialized experience or general knowledge in the field, will review all applications. Priorities will be assigned with respect to high concentrations of youth unemployment and school dropouts, needs of disadvantaged students, impact on reducing youth unemployment, promotion of cooperation between public education and public and private employers, relevance to annual and long-range plans, staff, facilities, reasonable cost and expected outcomes.

9.13 Action on Applications

The Director shall approve, disapprove, or defer action on the application. The applicant shall be notified in writing of the disposition of the application.

9.2 Requirements of Cooperative Vocational Education Programs

9.21 Purpose

The program will meet the definition of a cooperative vocational education program in Regulation § 102.3(g) and will be administered by the local educational agency with the participation of public or private employers providing on-the-job training opportunities that may not otherwise be available to persons who can benefit from such a program.

9.22 On-the-Job Training Standards

The cooperative vocational program shall provide on-the-job training that (1) is related to existing career opportunities with potential for promotion and advancement, (2) does not displace other workers who perform such work, (3) employs student learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain, and (4) is conducted in accordance with written training agreements between local educational agencies and employers, of which copies shall be submitted to the State for filing with the local application. (See Bulletin No. 34 – "Guide for Cooperative Career Education")

9.23 Identification of Jobs

Cooperative vocational education programs will be approved only if it is determined, on the basis of information in local applications, that necessary procedures have been established for cooperation with employment agencies, labor groups, employers and other community agencies in identifying suitable jobs for persons who enroll in cooperative vocational educational programs.

9.24 Additional Costs of Employers

Approval of cooperative vocational programs under this section of the Act, using Part G funds, requires local educational agencies to assure the following:

(a) The payment of added employer costs will be made only when it is apparent that without such reimbursement, employers will not be able to provide quality on-the-job training.

(b) Such added employers' costs will include only that part of the compensation to students which represents the difference between the compensation to be paid and the fair dollar value of services rendered by the student, as determined by negotiations between local educational agencies and the employers.

(c) Such added employers' costs will not include the cost of construction of facilities, purchases of equipment and other capital costs which would inure to the benefit of the employers.

(d) Such added employers' costs as set forth in training agreements between local educational agencies and employers, shall indicate the cost factors applied, the amount of funds to be paid and the duration of reimbursement.

9.25 Cost to Students

The State Board shall insure that any unusual costs incurred by students enrolled in an approved vocational cooperative education program shall be reimbursed either to the student, or directly to the vendor, for goods or services rendered. Non-personal items purchased for use in this program become the property of the local educational agency. Payments will be made only for those costs which

(a) are not usually required of persons engaged in the field of employment for which cooperative vocational education is being provided, such as special tools, equipment and clothing, transportaiton, safety and other protective devices;

(b) do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

9.26 Participation of Students in Nonprofit Private Schools

The State Board shall, to the extent consistent with the number of students enrolled in private nonprofit schools in the geographic area served by a project or program, provide vocational education services which will meet the needs of such students. These services may be provided through such arrangements as dual enrollment, educational radio and television, mobile or portable equipment, and may include professional and subprofessional services.

Plans will be developed in consultation with representatives of the nonpublic schools involved and shall include the number of students who are expected to participate in each program and shall further define the extent and manner of their expected participation.

Public school personnel may be made available on other than public school premises only to the extent necessary to provide vocational education services required by the students for whose needs such services were designed and only when such services are not normally provided at the private school.

The local educational agency providing such programs shall maintain administrative control and direction over such programs and each application shall so provide.

Federal funds shall not be used to pay for the salaries of teachers or other employees of private schools, except for services performed outside their regular hours of duty and then shall be under public supervision and control, nor shall these services include the use of equipment, other than mobile or portable, on private school facilities.

Provisions shall be made to insure that classes enrolling students from both private and public schools be formulated so as to avoid forming classes that are separated by school enrollment or religious affiliation.

9.27 Noncommingling of Funds

State and local accounting procedures shall guarantee that there shall be no commingling of funds, and programs funded under Part G of the Act from Federal sources shall maintain their identity for financial purposes.

9.28 Evaluation and Follow-up Procedures

Each cooperative program identified under this section of the Act shall provide adequate staff to assure continuous supervision and evaluation of on-the-job training programs. Each local agency will keep a record of all visitations made during the year to the training station and shall make them readily available to the Division of Vocational and Technical Education. As part of the agreement by the State, each agency will conduct a follow-up study of students, as set forth in the agreement. The teacher-coordinator along with vocational guidance personnel will be responsible for conducting these follow-up studies.

9.3 Ancillary Services and Activities

The State Board shall, through the Professional and Curriculum Development Unit (1.14-2(e), State Plan) with Part G funds, assist in providing an adequate supply of teacher coordinators and instructional materials to assure quality in all vocational programs as indicated in Section 1.4 of the State Plan. The utilization of appropriate State Staff shall be consummated to assure adequate assistance to the local educational agency in the supervision, administration, evaluation, development of curriculum and instructional materials, and the funding for needed research appropriate to cooperative programs.

10.0 Work-Study Programs for Vocational Education Students

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to the work-study programs for vocational education students supported with Federal funds under Part H of the Act.

10.1 Procedures for Aproval of Work-Study Programs

10.11 Submittal of Applications

Local educational agencies may submit applications for work-study programs to the State Board and shall include information concerning high concentrations of youth unemployment or school dropouts, nature, duration and purpose of the program, financial arrangements for payments of students and other information as required by the State Board. (See Bulletin No. 24- "Guidelines for Contractual Agreements")

10.12 Review of Applications

Applications for approval of work-study programs shall be reviewed by designated State Board staff and programs will be started in priority order based upon criteria listed below, insofar as financially possible.

(a) High concentrations of youth unemployment and school dropouts

(b) Relevance to annual and long-range plans and existing programs

(c) Reasonable cost estimates

(d) Expected potential for utilizing results

Local applications shall include information pertaining to qualifications of staff conducting the work-study program.

10.13 Action on Applications

The Director shall approve, disapprove, or defer action on the application. The applicant shall be notified in writing of the disposition of the application.

10.2 Requirements of Work-Study Programs

Funds allocated to the State will be expended solely for the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements (10.21 through 10.25 State Plan), except as provided in 10.3 State Plan.

10.21 Administration of Program

The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youths, in the area served by such agency, who are able to meet the requirements pursuant to 10.22 of the State Plan.

10.22 Eligible Students

Employment under the work-study program will be furnished only to a student who

(a) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1968 Act;

(b) is in need of the earnings from such employment to commence, or continue his vocational education program; and

(c) is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of the employment and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his school program while employed under the work-study program.

10.23 Limitation on Hours and Compensation

(a) No student will be employed during an academic year, or its equivalent, for more than fifteen hours in any week during which classes in which he is enrolled are in session. The

compensation for such employment will not exceed $45 per month or $350 per academic year, or its equivalent. However, in the case of student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed $60 in any month or $500 per academic year or its equivalent. For the purpose of this paragraph "academic year" means a period of nine months (exclusive of the summer term) interrupted by the equivalent of one month of vacation.

(b) A student attending classes on a full-time basis in the summer school term shall be limited to fifteen hours of employment per week and the monthly compensation of $45 or $60 as described in paragraph (a); if the student is not attending classes during the summer, the above limitations upon his hours of employment or the amount of compensation which he may earn are not applicable. The total of his summer earnings shall not be limited by, or have the effect of limiting, the compensation paid to him for the academic year pursuant to paragraph (a).

10.24 Employment for Public Agency or Institution

Employment under work-study programs will be for the local educational agency, or for some other public agency or institution (Federal, State, or local), pursuant to a written agreement between the local educational agency and such other agency or institution, and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution, will state that students so employed are not Federal employees for any purpose.

10.25 Maintenance of Effort

In each fiscal year during which a work-study program remains in effect, the local educational agency will

expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the preceding three fiscal years in which the work-study program of such local educational agency was approved.

10.3 Funds for State Plan Development and Administration

The State Plan shall provide that the amount of Federal funds used to pay the cost of developing those provisions in the State Plan applicable to work-study programs and the cost of administering such provisions after their approval by the Commissioner, will not exceed one percent of the State's allotment under Part H of the Act for vocational work-study programs, or $10,000, whichever is greater.

PART II - ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

The annual and long-range program plan provisions are designed to give a comprehensive analysis of the State's need to provide Vocational and Technical Education for all youth and adults who need and desire such training. The plan provides a matrix for planning and budgeting to indicate how the State will set priorities, objectives, outcomes, activities, costs and benefits in meeting the identified vocational and technical education needs.

Table included in the plan will provide a logical sequence in organizing data to facilitate decision-making and display data in relation to target areas and target population specified in the Vocational Education Act of 1963, as amended.

The State Plan integrates the provisions of the Vocational Education Act of 1963 as amended and Part F of the Higher Education Act of 1965 into a comprehensive planning instrument to facilitate decision-making at all levels.

1.0 Analysis of Manpower Needs and Job Opportunities in the State

1.1 Projected Labor Demand and Supply

Table 1 projects 1974 and 1978 labor demand and supply by Office of Education occupational coding. Current employment in the State of Illinois is classified according to seven major areas relating specifically to vocational education purposes.

Projections include new job opportunities and replacement in current occupations. Information for some 6-digit classifications is not available at this time.

1.2 Sources and Recency of Data

The following sources were utilized in projecting the date in Table 1:

a) Illinois Employment Service, Research and Statisitics Section

b) Department of Business and Economic Development, Illinois Data Book, 1972 Edition

c) U.S. Department of Labor, Bureau of Labor Statistics, Occupational Manpower and Training Needs, Bulletin No. 1701

d) Office of the Superintendent of Public Instruction, Research and Statistics Section

e) DVTE FY 1971 and 1972 Placement of Program Completions in Occupational Education

f) Midwest Association of State Department of Agriculture, Midwest Agribusiness, 1971

g) Katz, H. H., A State of the Art Study on the Independent Private School Industry in Illinois, prepared for the Governor's Advisory Council on Vocational Education

h) 1970 Census

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS LABOR DEMAND AND SUPPLY 1/

STATE ILLINOIS

Fiscal Year Ending June 30, 1974

2/ OE CODE	INSTRUCTIONAL PROGRAM	Current Employment	Projected Expansion and Replacement Needs 3/		Projected Labor Vocational Education Output 4/		Supply Other Sectors 5/	
		1973	1974	1978	1974	1978	1974	1978
01.0000	Total Agriculture	836,400	123,942	495,744	9,201	15,221	460	395
01.0100	Agric Prod. (Includes Part Time)	160,000	23,046	92,160	4,838	7,862	N/A	N/A
01.0200	Agric Sup/Serv.	189,392	23,316	93,264	33[illegible]	285	N/A	N/A
01.0300	Agric Mech.	236,740	32,851	131,404	1,531	2,007	N/A	N/A
01.0400	Agric Products	128,516	26,691	106,764	521	1,149	N/A	N/A
01.0500	Ornamental Hort.	40,584	6,879	27,516	393	465	N/A	N/A
01.0600	Agric Resources	20,292	2,208	8,832	1,585	3,453	N/A	N/A
01.0700	Forestry	40,584	6,598	26,392	N/A	N/A	N/A	N/A
01.9900	Other	20,292	2,353	9,412	N/A	N/A	N/A	N/A
04.0000	Total Distribution	922,000	361,424	527,384	6,143	8,448	1,500	1,500
04.0100	Advertising Serv.	12,725	3,174	5,292	672	847	N/A	N/A
04.0200	Apparel & Acces.	N/A	N/A	N/A	966	1,950	N/A	N/A
04.0300	Automotive	14,530	2,721	4,536	84	172	N/A	N/A
04.0400	Finance & Credit	31,626	10,357	17,262	N/A	N/A	N/A	N/A
04.0500	Floristry	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04.0600	Food Distribution	16,002	1,436	2,394	169	379	N/A	N/A
04.0700	Food Services	81,585	25,326	42,210	389	685	N/A	N/A
04.0800	Gen. Merchandise	33,862	26,484	43,470	3,142	2,930	N/A	N/A
04.0900	Hdwe., Bldg.	N/A	N/A	N/A	68	80	N/A	N/A
04.1000	Home Furnishings	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04.1100	Hotel & Lodging	21,167	9,865	10,206	N/A	N/A	N/A	N/A
04.1200	Industrial Marketing	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04.1300	Insurance	30,933	6,123	20,160	N/A	N/A	N/A	N/A
04.1400	International Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04.1500	Personal Services	N/A	N/A	N/A	60	120	N/A	N/A
04.1600	Petroleum	28,633	4,120	6,867	58	90	N/A	N/A
04.1700	Real Estate	18,648	1,367	8,946	417	965	N/A	N/A
04.1800	Recreation & Tourism	26,724	20,283	29,478	39	71	N/A	N/A
04.1900	Transportation	24,285	8,655	7,623	79	159	N/A	N/A
04.9900	Other Purchasing Agent	10,930	2,532	4,221	N/A	N/A	N/A	N/A

Table 1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND AND SUPPLY 1/

STATE ILLINOIS

Fiscal Year Ending June 30, 1974

2/ OE CODE	INSTRUCTIONAL PROGRAM	Current Employment	Projected Expansion and Replacement Needs 3/		Projected Labor Vocational Education Output 4/		Supply Other Sectors 5/	
		1973	1974	1978	1974	1978	1974	1978
07.0000	Total Health	232,900	103,640	177,236	6,925	11,804	4,200	5,700
07.0101	Dental Assistant	9,135	3,402	5,670	1,318	2,742	N/A	N/A
07.0102	Dent Hygienist (Asso)	1,764	907	1,512	203	2 395	N/A	N/A
07.0103	Dent Lab Tech	2,047	793	1,323	N/A	N/A	N/A	N/A
07.0203	Med Lab Assisting	5,166	2,416	4,047	202	258	N/A	N/A
07.0299	Other Med Lab Technol	5,166	2,416	4,047	215	495	N/A	N/A
07.0301	Nurse, Asso Degree	62,055	24,570	40,950	1,539	2,059	N/A	N/A
07.0302	Practical (Voc.) Nurse	35,280	18,144	36,240	1,697	3,205	N/A	N/A
07.0303	Nurses' Assist (Aide)	81,900	37,800	63,000	1,102	1,618	N/A	N/A
07.0401	Occupational Therapy	N/A	N/A	N/A	N/A	N/A	N/A	N/A
07.0402	Physical Therapy	N/A	N/A	N/A	118	146	N/A	N/A
07.0601	Radiologic Technology	7,024	2,759	4,599	113	165	N/A	N/A
07.0601	Dispensing Optician	1,543	189	315	N/A	N/A	N/A	N/A
07.0700	Environmental Health	N/A	N/A	N/A	12	15	N/A	N/A
07.0800	Mental Health Technol.	N/A	N/A	N/A	33	69	N/A	N/A
07.0903	Inhalation Therapy Tech.	N/A	N/A	N/A	220	642	N/A	N/A
07.0904	Medical Assistant	N/A	N/A	N/A	47	N/A	N/A	N/A
07.0906	Health Aide	N/A	N/A	N/A	106	N/A	N/A	N/A
07.9900	Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A
09.0200	Total Occup Prep.	N/A	N/A	N/A	4,994	9,233	1,500	1,500
09.0201	Care & Guid. of Children	N/A	N/A	N/A	172	149	N/A	N/A
09.0202	Clothing, Mgt., Prod. & Services	N/A	N/A	N/A	333	383	N/A	N/A
09.0203	Food mgt. Prod. & Serv. . .	N/A	N/A	N/A	1,232	1,756	N/A	N/A
09.0204	Home Furn, Equip. & Services	N/A	N/A	N/A	3,060	6,768	N/A	N/A
09.0205	Inst. & Home Mgt. & Support. Serv.	N/A	N/A	N/A	197	177	N/A	N/A
09.0299	Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A

TABLE I

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND AND SUPPLY 1/

STATE ILLINOIS — Fiscal Year Ending June 30, 1974

2/ OE CODE	INSTRUCTIONAL PROGRAMS	Current Employment	Projected Expansion and Replacement Needs 3/		Projected Labor Supply: Vocational Education Output 4/		Projected Labor Supply: Other Sectors 5/	
		1973	1974	1978	1974	1978	1974	1978
14.0000	Total Office	1,155,700	387,159	282,280	40,921	44,301	5,200	5,600
14.0100	Acc. & Com. (0102-0104-0103)	142,757	37,044	100,306	13,572	18,184	N/A	N/A
14.0200	Bus. Data Proc. (0201-0202-0203)	44,950	24,569	44,352	3,725	4,277	N/A	N/A
14.0300	Filing, Office Mach	N/A	N/A	N/A	4,034	2,134	N/A	N/A
14.0400	Infor. Communic. Occup. (0401-0403-0404-0405)	104,580	30,163	61,488	564	542	N/A	N/A
14.0500	Mtls. Supp., Trans., etc.	N/A	N/A	N/A	75	61	N/A	N/A
14.0503	Shipping & Receiving Clerks	7,216	4,887	18,900	N/A	N/A	N/A	N/A
14.0600	Pers. Trg. & Related	9,103	2,608	4,347	209	189	N/A	N/A
14.0700	Steno. Secy. & Related	241,605	89,586	149,310	9,424	11,452	N/A	N/A
14.0800	Supv. & Admin. Agt.	N/A	N/A	N/A	702	569	N/A	N/A
14.0900	Typing & Related Occup.	63,945	23,814	39,690	8,616	6,893	N/A	N/A
14.9900	Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16.0000	Total Technical	31,000	7,471	12,431	1,992	3,529	540	620
16.0100	Engineering and Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16.0101	Aeronautical Technol.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16.0103	Archit. Technol.	N/A	N/A	N/A	82	118	N/A	N/A
16.0104	Automotive Technol.	N/A	N/A	N/A	119	164	N/A	N/A
16.0105	Chemical Technol.	N/A	N/A	N/A	5	N/A	N/A	N/A
16.0106	Civil Technol.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16.0107	Elec. Technol.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16.0108	Electronics Technol.	1,386	151	252	1,068	2,148	N/A	N/A
16.0109	Electro-Mech. Technol.	N/A	N/A	N/A	68	144	N/A	N/A
16.0110	Environmental Control Technol.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16.0111	Indus. Technol.	N/A	N/A	N/A	31	63	N/A	N/A
16.0112	Instr. Technol.	N/A	N/A	N/A	12	24	N/A	N/A
16.0113	Mech. Technol.	N/A	N/A	N/A	158	306	N/A	N/A
16.0114	Metall. Technol.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
16.0117	SCI Data Technol.	N/A	N/A	N/A	279	527	N/A	N/A
16.0601	Commercial Pilot Trg.	3,843	680	1,134	19	35	N/A	N/A
16.0602	Fire & Safety Technol.	N/A	N/A	N/A	29	N/A	N/A	N/A

Table 1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS LABOR DEMAND AND SUPPLY 1/

STATE ILLINOIS

Fiscal Year Ending June 30, 1974

2/ OE CODE	INSTRUCTIONAL PROGRAM	Current Employment	Projected Expansion and Replacement Needs 3/		Projected Labor Vocational Education Output 4/		Supply Other Sectors 5/	
		1973	1974	1978	1974	1978		1978
17.0000	Total Trades & Industry	1,669,600	404,483	756,328	33,773	51,224	1,200	1,350
17.0100	Air Conditioning	7,875	1,890	3,150	1,396	1,824	N/A	N/A
17.0200	Appliance Repair	15,624	3,250	5,418	N/A	N/A	N/A	N/A
17.0301	Body & Fender	N/A	N/A	N/A	3,633	6,197	N/A	N/A
17.0302	Mechanics, Auto (0303)	45,045	7,250	12,600	3,174	4,230	N/A	N/A
17.1003	Operating Engineers	22,617	5,294	9,324	N/A	N/A	N/A	N/A
17.0399	Other Automotive	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.0401	Aviation Mechanic	3,505	3,666	611	N/A	N/A	N/A	N/A
17.0402	Aviation Occup. (Flight Eng.)	543	85	141	350	1,010	N/A	N/A
17.0403	Air Traffic Control	1,053	160	267	N/A	N/A	N/A	N/A
17.0500	Blueprint Reading	N/A	N/A	N/A	230	650	N/A	N/A
17.0600	Bus Mach Maint.	9,922	3,213	5,365	28	128	N/A	N/A
17.0700	CML Art Occup.	3,763	1,095	830	389	839	N/A	N/A
17.0800	CML Fishery Occup.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.0900	CML Photog. Occup.	2,583	604	1,008	N/A	N/A	N/A	N/A
17.1001	Carpentry	67,726	14,855	24,759	2,344	5,692	N/A	N/A
17.1002	Electricity	33,799	8,051	13,419	345	575	N/A	N/A
17.1004	Masonry	13,419	3,496	5,827	27	24	N/A	N/A
17.1005	Painters & Paperhangers	32,823	2,532	11,466	N/A	N/A	N/A	N/A
17.1006	Lathers	5,023	736	1,228	N/A	N/A	N/A	N/A
17.1007	Plumb & Pipefitting	26,932	7,371	12,285	58	39	N/A	N/A
17.1009	Glaziers	7,245	189	1,070	N/A	N/A	N/A	N/A
17.1010	Roofers	4,410	1,134	1,890	N/A	N/A	N/A	N/A
17.1099	Other Constr. & Maint.	22,175	4,950	7,497	N/A	N/A	N/A	N/A
17.1100	Custodial Serv.	94,500	30,240	80,000	96	236	N/A	N/A
17.1200	Diesel Mech.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.1300	Drafting Occup.	23,404	5,783	9,639	3,297	3,301	N/A	N/A
17.1400	Elec. Occup.	N/A	N/A	N/A	382	283	N/A	N/A
17.1402	Linemen and cable Splicers	2,709	226	378	N/A	N/A	N/A	N/A
17.1500	Electronic Occup.	N/A	N/A	N/A	1,653	3,563	N/A	N/A
17.1501	Central Off. Craftsman	7,402	1,171	1,963	N/A	N/A	N/A	N/A
17.1600	Fabric Maint. Serv.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.1700	Foremanship Super. & Mot. Devel.	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
LABOR DEMAND AND SUPPLY 1/

STATE ILLINOIS — Fiscal Year Ending June 3, 1974

2/ OE CODE	INSTRUCTIONAL PROGRAM	Current Employment	Projected Expansion and Replacement Needs 3/		Projected Labor Vocational Education Output 4/		Supply Other Sectors 5/	
		1973	1974	1978	1974	1978	1974	1978
17.1900	Graphics Arts Occup.	1,874	718	1,197	1,791	1,671	N/A	N/A
17.2000	Ind. Atomic Energy	N/A	N/A	N/A	35	59	N/A	N/A
17.2100	Instr. Maint. & Repair	6,804	1,738	2,898	N/A	N/A	N/A	N/A
17.2101	Watch Repairman	1,701	592	882	N/A	N/A	N/A	N/A
17.2200	Maritime Occup.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.2205	Sheet Metal workers	3,937	945	1,575	N/A	N/A	N/A	N/A
17.2300	Metalworking Occup.	N/A	N/A	N/A	5,181	7,153	N/A	N/A
17.2302(03)	Machine Tool Operators	34,837	9,706	16,191	N/A	N/A	N/A	N/A
17.2399	Blacksmiths	1,890	189	315	N/A	N/A	N/A	N/A
17.2400	Metall Occupations	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.2601	Barbering	17,262	4,838	8,064	N/A	N/A	N/A	N/A
17.2602	Cosmetology	41,895	14,364	23,940	1,269	1,559	N/A	N/A
17.2699	Other Personal Serv.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.2700	Plastics Occup.	N/A	N/A	N/A	541	1,237	N/A	N/A
17.2801	Fireman Training	10,705	2,910	4,851	35	N/A	N/A	N/A
17.2802	Law Enforcement Trg.	N/A	N/A	N/A	1,606	2,478	N/A	N/A
18.2799	Other Public Serv.	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.2900	Qty Food Occup.	N/A	N/A	N/A	201	148	N/A	N/A
17.3000	Refrigeration	N/A	N/A	N/A	259	551	N/A	N/A
17.3100	Small Eng. Repair	N/A	N/A	N/A	287	415	N/A	N/A
17.3200	Stationary Energy Sources Occup.	18,607	2,664	4,441	229	285	N/A	N/A
17.3300	Textile Prod. & Fab.	N/A	N/A	N/A	218	371	N/A	N/A
17.3400	Leather Working	N/A	N/A	N/A	N/A	N/A	N/A	N/A
17.3402	Shoe Repairman	2,362	567	945	N/A	N/A	N/A	N/A
17.3500	Upholstering	2,882	434	724	N/A	N/A	N/A	N/A
17.3600	Woodworking Occup.	N/A	N/A	N/A	5,201	6,616	N/A	N/A
17.9900	Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	TOTAL	4,847,600	1,388,119	2,251,403	103,949	143,765	14,600	16,665

Table 1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS LABOR DEMAND AND SUPPLY 1/

Footnotes

1/ Data From:

a) Illinois Employment Service, Research and Statistics Section.
b) Department of Business and Economic Development, Illinois Data Book, 1972 Edition.
c) U. S. Department of Labor, Bureau of Labor Statistics, Occupational Manpower and Training Needs, Bulletin No. 1701.
d) Office of the Superintendent of Public Instruction, Research and Statistics Section.
e) DVTE FY 1971 and 1972 Placement of Program Completions in Occupational Education
f) Midwest Association of State Department of Agriculture, Midwest Agribusiness, 1971.
g) Katz, H. H., A State of the Art Study on the Independent Private School Industry in Illinois, prepared for the Governor's Advisory Council on Vocational Education.

2/ Information available only for those digit breakdowns listed;
N/A indicates information not available for these codes

3/ Projected demand and supply includes additional numbers above and below current employment.

4/ Number trained through vocational education that are available for work to meet labor expansion and replacement needs

5/ Number trained from all other sources available for work to meet labor expansion and replacement needs

2.0 Analysis of Availability of Vocational Education

2.1 Maps of the State showing economically depressed areas, high rates of general unemployment, high rates of unemployment of youth, high rates of school dropout, and greatest population density.

2.1(a) Estimated Percent of Households with Cash Income Below $5,000 (See Map 2.1(a))

2.1(b) General Assistance (See Map 2.1(b))

2.1(c) Aid to Dependent Children (See May 2.1(c))

2.1(d) General Unemployment (See Map 2.1(d))

2.1(e) Youth Unemployment (See Map 2.1(e))

2.1(f) Rate of School Dropouts (See Map 2.1(f))

2.1(g) Greatest Population Density (See Map 2.1 (g))

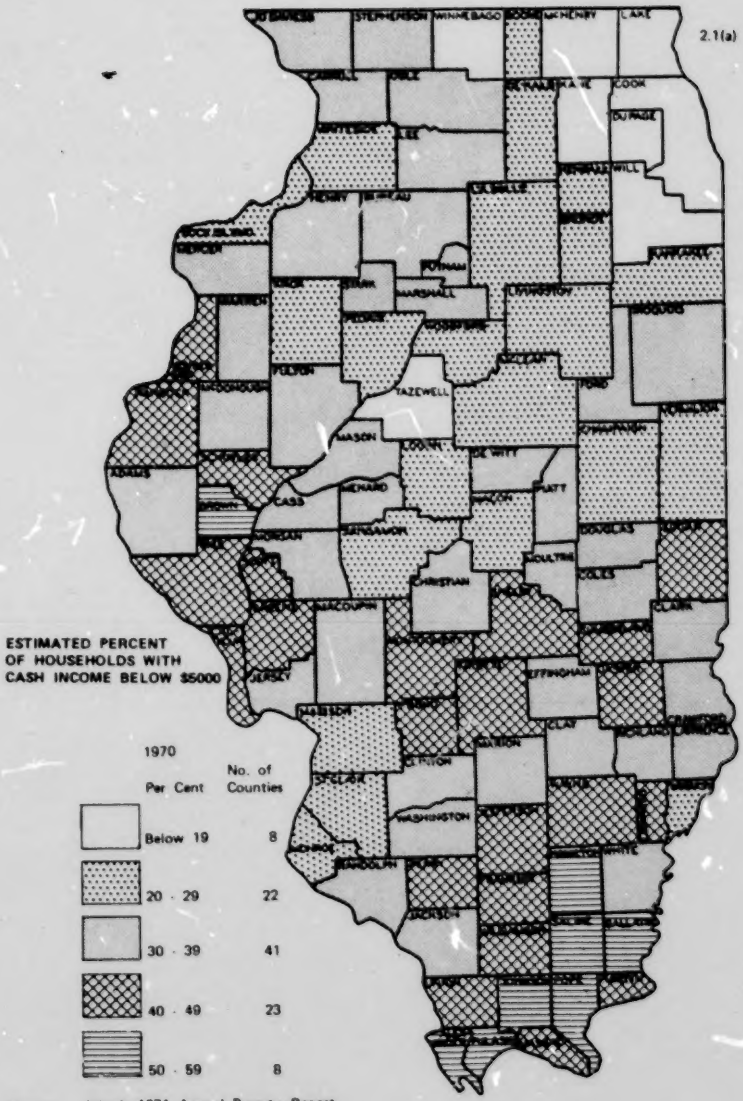
2.2 Maps of the State showing secondary and post-secondary area centers.

2.2(a) Secondary Area Vocational Centers (See Map 2.2(a))

2.2(b) Illinois Junior College Districts (See Map 2.2(b))

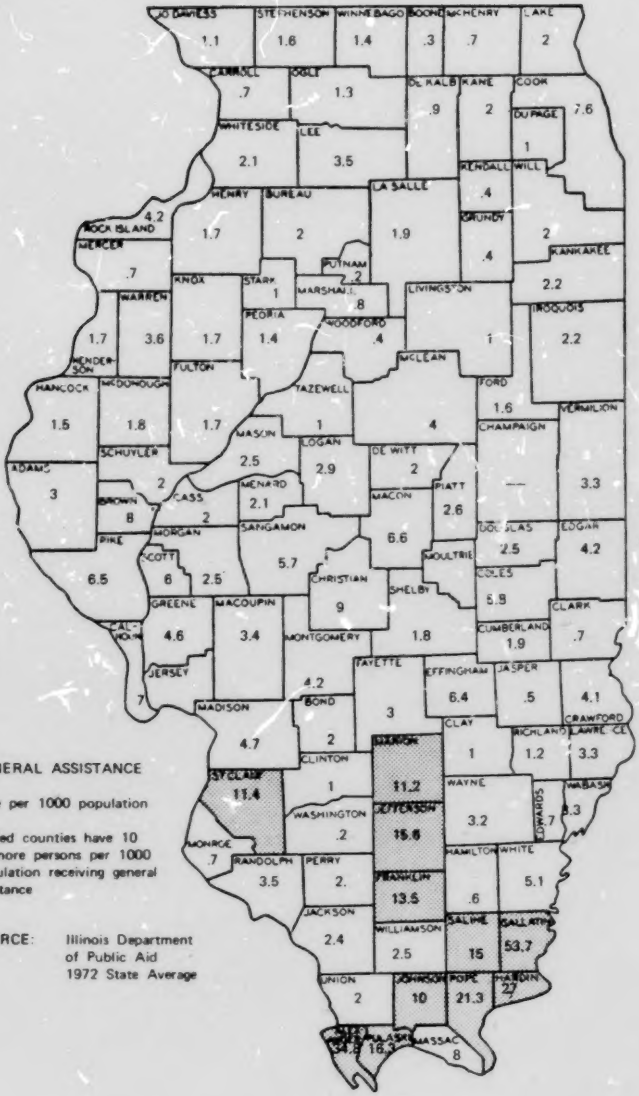
2.2(c) Designated Post-Secondary Area Vocational Centers (See Map 2.2(c))

2.1(a)



Source: Illinois 1971 Annual Poverty Report
Governor's Office of Human Resources

2.1(b)



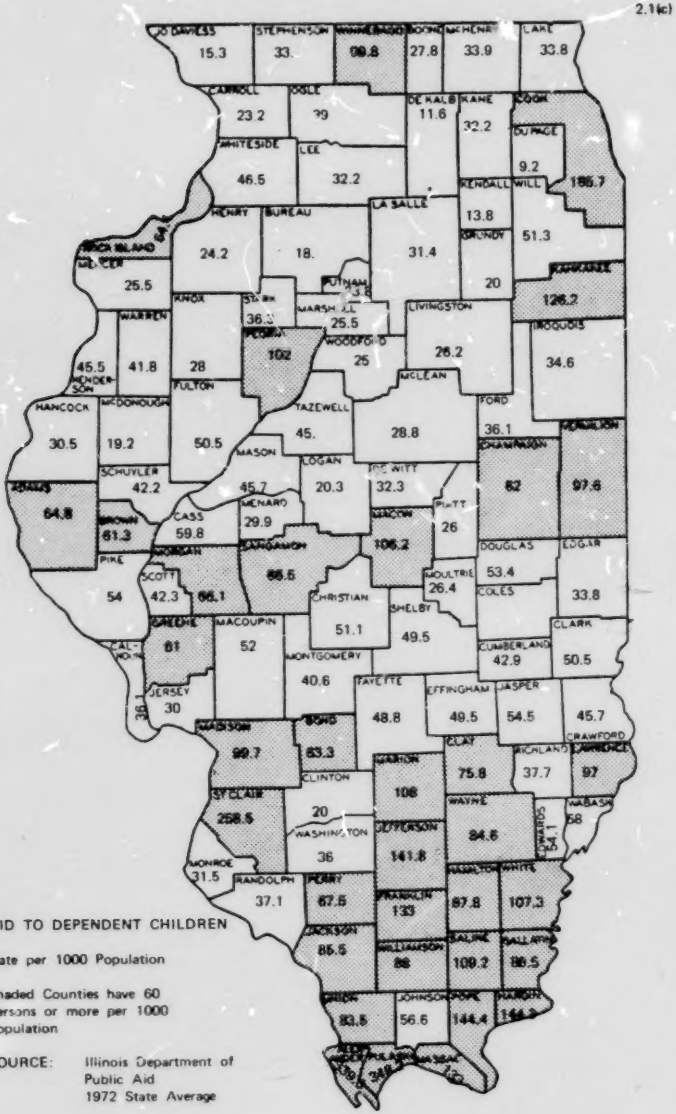
GENERAL ASSISTANCE

Rate per 1000 population

shaded counties have 10 or more persons per 1000 population receiving general assistance

SOURCE: Illinois Department of Public Aid
1972 State Average

2.1(c)



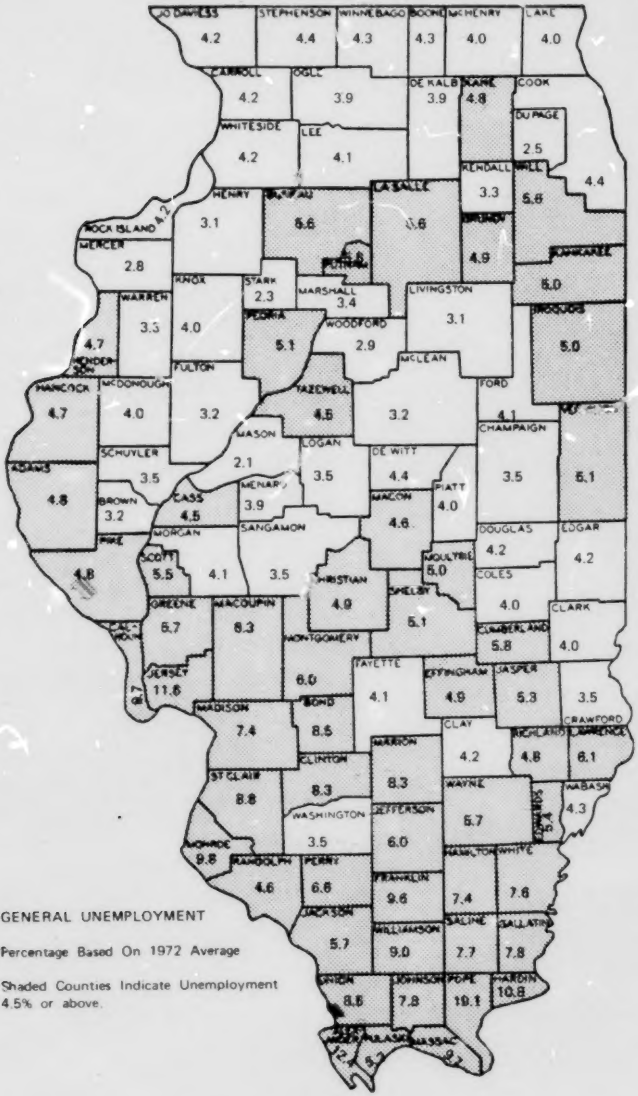
AID TO DEPENDENT CHILDREN

Rate per 1000 Population

Shaded Counties have 60 persons or more per 1000 population

SOURCE: Illinois Department of Public Aid
1972 State Average

2.1(d)

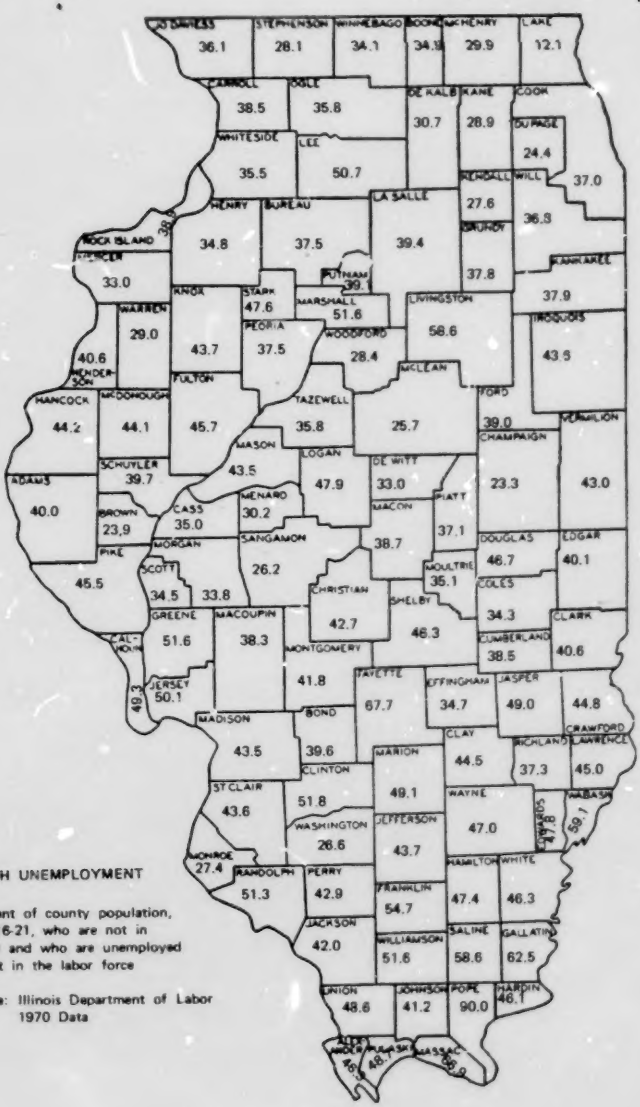


GENERAL UNEMPLOYMENT

Percentage Based On 1972 Average

Shaded Counties Indicate Unemployment 4.5% or above.

2.1(e)

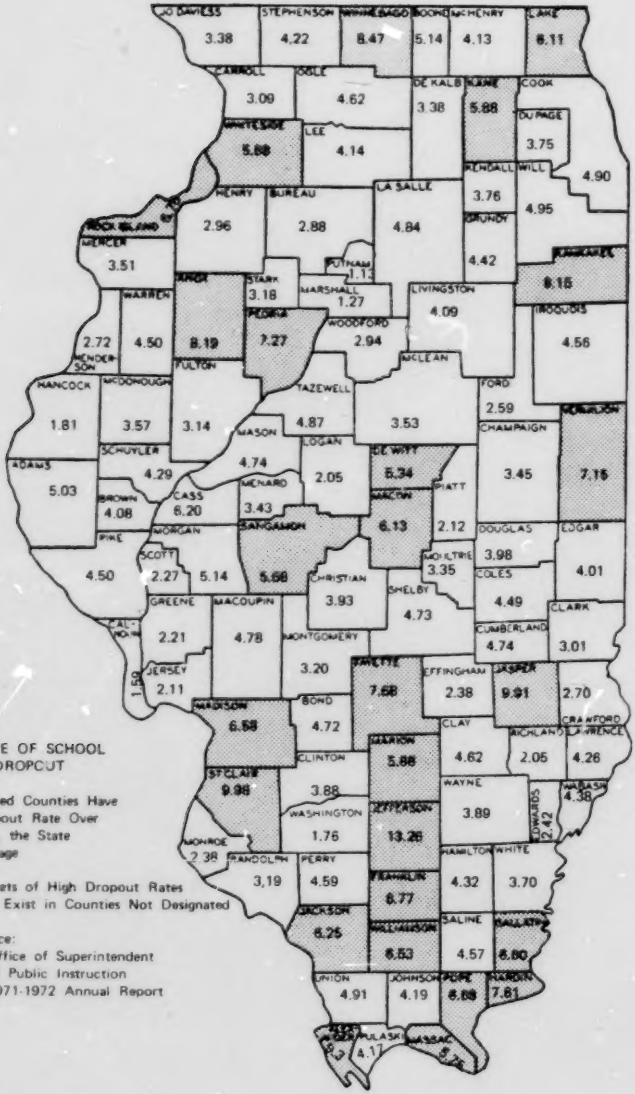


YOUTH UNEMPLOYMENT

Per cent of county population, ages 16-21, who are not in school and who are unemployed or not in the labor force

Source: Illinois Department of Labor
1970 Data

2.1-(f)

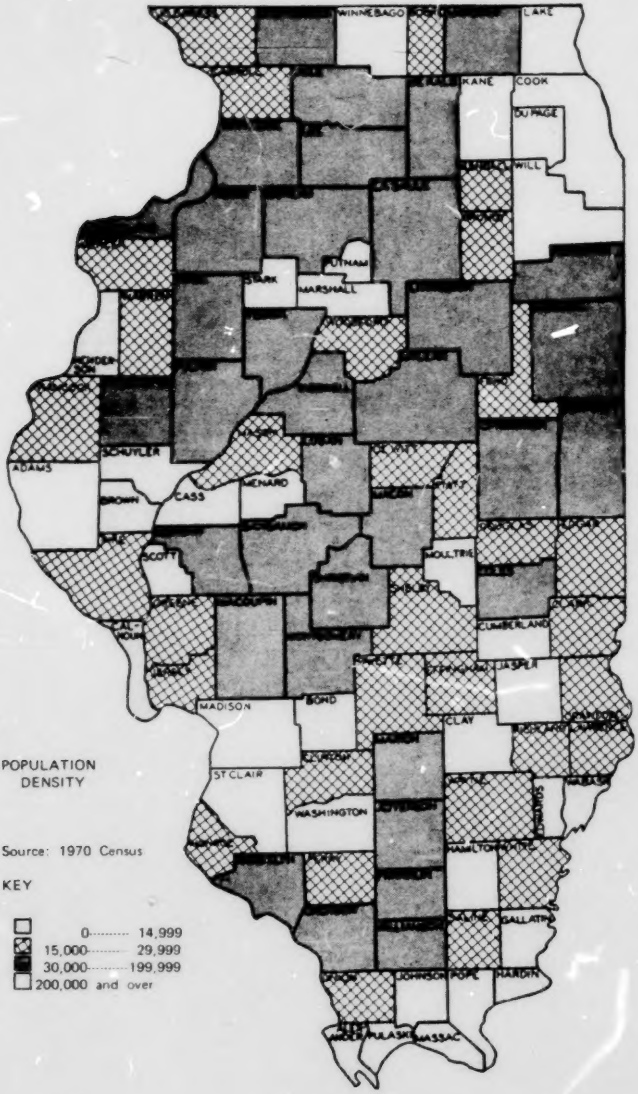


RATE OF SCHOOL DROPCUT

Shaded Counties Have Dropout Rate Over 5.17, the State Average

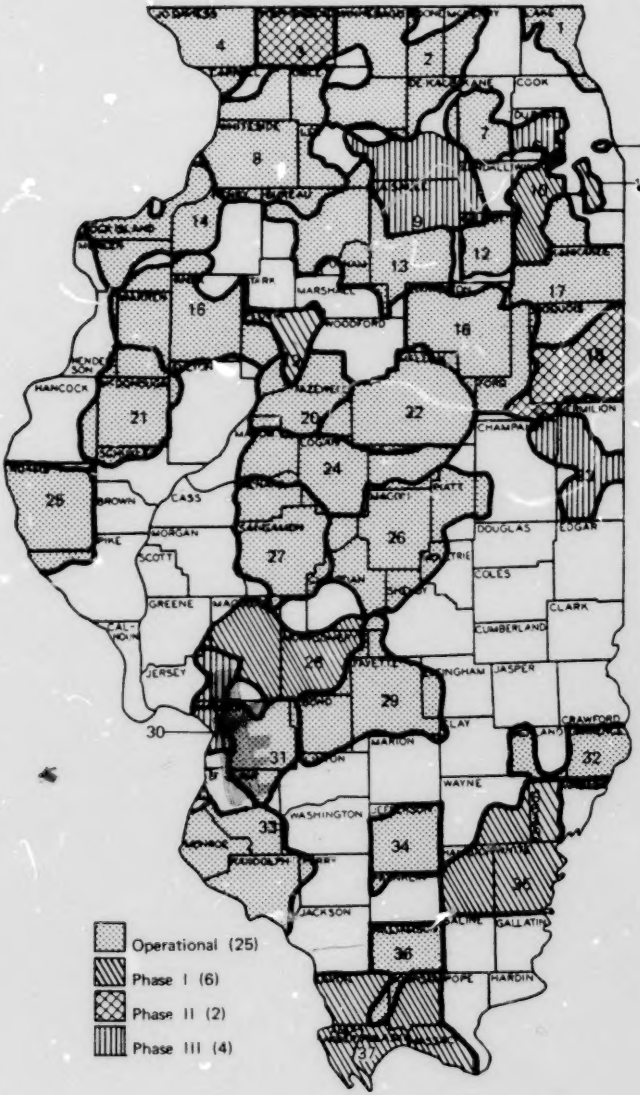
Pockets of High Dropout Rates May Exist in Counties Not Designated

Source:
Office of Superintendent of Public Instruction
1971-1972 Annual Report


WINNEBAGO
LAKE
KANE
COOK
DUPAGE
WILL
PUTNAM
STARK
MARSHALL
SCHUYLER
ADAMS
BROWN
CASS
MENARD
SCOTT
MOULTRIE
CUMBERLAND
JASPER
MADISON
BOND
CLAY
ST CLAIR
WASHINGTON
HAMILTON
GALLATIN
JOHNSON
POPE
HARDIN
MASSAC
POPULATION
DENSITY
Source: 1970 Census
KEY
0..... 14,999
15,000..... 29,999
30,000..... 199,999
200,000 and over

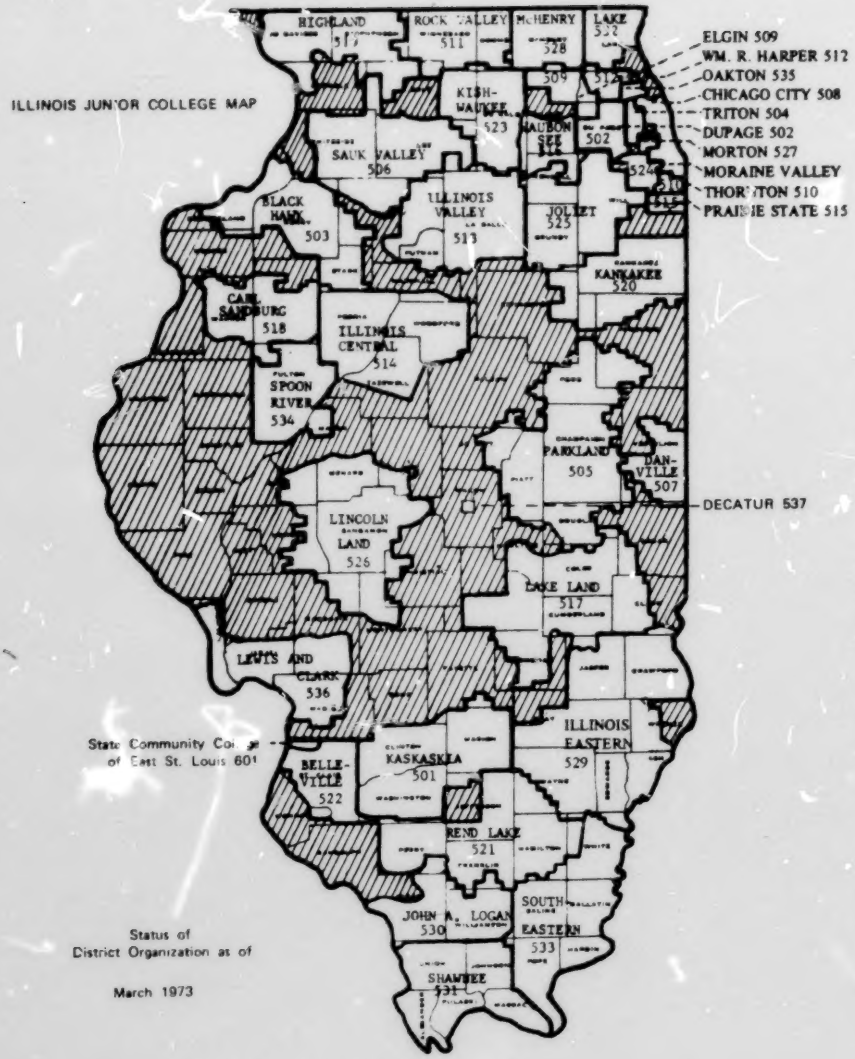
SECONDARY AREA VOCATIONAL CENTERS

2.2(a)

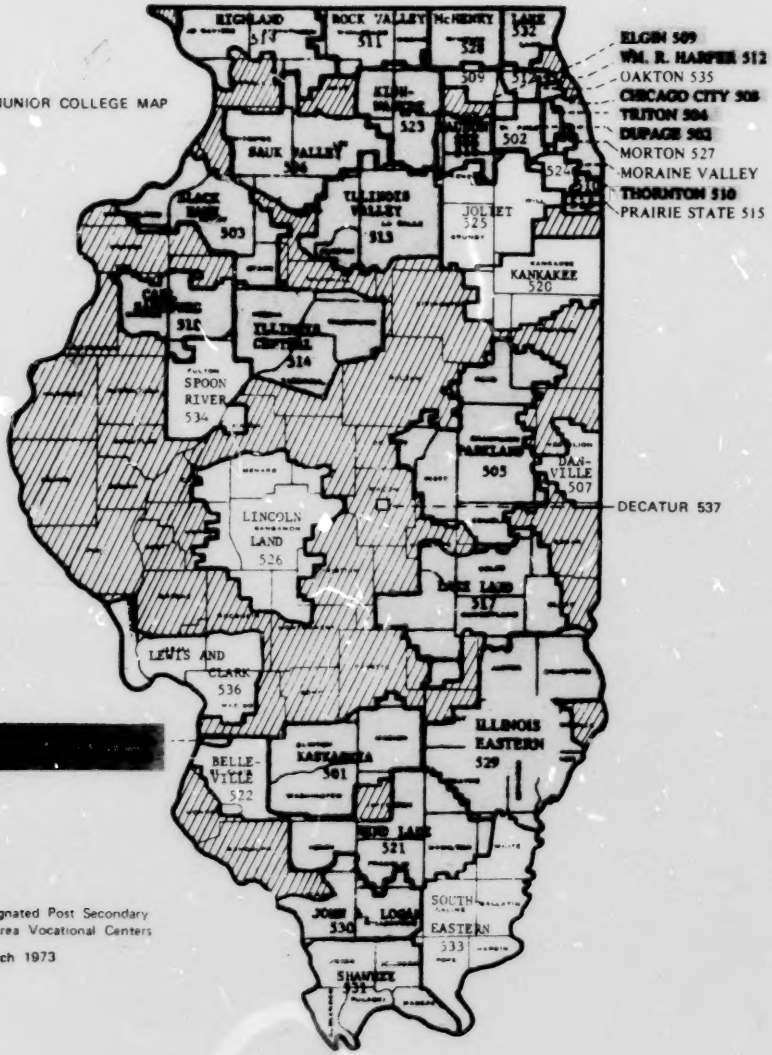


1. Waukegan
2. Rockford
3. Stephenson Co. (Freeport)
4. Jo Daviess-Carroll Co. (Elizabeth)
5. Geo. Westinghouse (Chicago)
6. DuPage (Wheaton)
7. Mid-Valley (Maple Park)
8. Whiteside (Sterling)
9. Indian Valley (Sandwich)
10. Wilco (Joliet)
11. Blue Island (Crestwood)
12. Grundy (Morris)
13. LaSalle-Peru
14. United Twp. (E. Moline)
15. Galesburg
16. Livingston (Pontiac)
17. Kankakee (Bourbonnais)
18. Iroquois Co. (Watseka)
19. Peoria
20. Pekin
21. W. Central Ill. (Macomb)
22. Bloomington
23. Vermilion (Danville)
24. Lincolnland (Lincoln)
25. Quincy
26. Decatur
27. Springfield
28. Macoupin-Montgomery Co. (Benld)
29. Okaw (Vandalia)
30. Alton
31. Collinsville
32. Ambraw Valley (Lawrenceville)
33. Beck (Red Bud)
34. Mt. Vernon
35. Little Wabash (Carmi)
36. Marion
37. Five County (Ullin)

2.2(b)


ILLINOIS JUNIOR COLLEGE MAP
HIGHLAND 517
ROCK VALLEY 511
McHENRY 528
LAKE 532
ELGIN 509
WM. R. HARPER 512
OAKTON 535
CHICAGO CITY 508
TRITON 504
DUPAGE 502
MORTON 527
MORAINE VALLEY
THORNTON 510
PRAIRIE STATE 515
KISHWAUKEE 523
509
512
SAUK VALLEY 506
HAUBONEE 502
524
BLACK HAWK 503
ILLINOIS VALLEY 513
JOLIET 525
KANKAKEE 520
CARL SANDBURG 518
ILLINOIS CENTRAL 514
SPOON RIVER 534
PARKLAND 505
DANVILLE 507
DECATUR 537
LINCOLN LAND 526
LAKE LAND 517
LEWIS AND CLARK 536
ILLINOIS EASTERN 529
State Community College of East St. Louis 601
BELLEVILLE 522
KASKASKIA 501
REND LAKE 521
JOHN A. LOGAN 530
SOUTH EASTERN 533
SHAWNEE 531
Status of District Organization as of March 1973

ILLINOIS JUNIOR COLLEGE MAP



Designated Post Secondary Area Vocational Centers

March 1973

3.0 Analysis of State's Population Relating to Vocational Education Needs

3.1 Table 2 provides relevant and significant data to quantify and determine the magnitude of current and projected vocational education needs of persons to be served by all levels and types of programs, services, and activities.

3.2 These data were secured, in part, from the following sources:

a. Census of Population, 1970

b. Preliminary Population Projections By County, 1970-2020 Executive Office of the Governor, Office of Planning and Analysis

c. "Fall Pupil Enrollment and Teacher Statistics," Illinois Public School, 1971-72 School Year

d. Governor's Office of Manpower, 1973

e. "Compendium of Enrollment Data and Trends in Illinois Public Junior Colleges, 1965-1972" Illinois Junior College Board, State of Illinois, April, 1973

f. Illinois Governor's Advisory Council on Vocational Education, Special Research Study on Independent Private Schools

g. Department of Public Aid, 1973

h. Department of Corrections, 1973

i. Department of Mental Health, 1973

j. Department of Children and Family Services, 1973

Table 2

POPULATION CHARACTERISTICS

	Latest Available Data	1974 Estimated	1978 Estimated
1. Illinois Total Population	11,137,630	11,413,314	11,857,553
Male	5,402,830	5,504,249	5,699,034
Female	5,734,800	5,909,065	6,158,519
Racial/Ethnic Categories			
Negro	1,425,617	1,460,904	1,517,766
Spanish-American	367,542	376,639	391,299
Indian	11,413	11,413	11,857
Oriental	48,808	46,653	47,430
Other	9,284,250	9,517,705	9,889,201
2. Illinois Population Aged 16 to 20	799,971	883,694	885,985
Male	403,512	447,556	449,883
Female	396,459	436,138	436,102
Racial/Ethnic Categories			
Negro	110,396	121,950	122,266
Spanish-American	26,399	29,162	29,238
Indian	800	884	886
Oriental	3,200	3,535	3,544
Other	659,176	728,163	730,051
3. Illinois School Enrollment	2,379,982	2,339,124	2,206,885
Elementary	1,684,723	1,598,039	1,466,752
Male	865,584	822,242	756,598
Female	819,139	775,797	710,154
Secondary	695,259	741,085	740,133
Male	357,217	444,651	443,080
Female	338,042	296,434	297,053
Racial/Ethnic Categories			
Negro	429,328	421,042	397,239
Spanish-American	83,767	81,869	77,241
Indian	3,243	3,041	2,869
Oriental	8,576	8,421	7,948
Other	1,855,068	1,824,751	1,721,588
4. *Illinois Post-Secondary School Enrollments	211,553	225,000	290,000
Male	109,503	116,227	156,600
Female	102,050	108,773	133,400
Racial/Ethnic Categories			
Negro	30,811	31,500	40,600
Spanish-American	2,772	2,925	3,770
Indian	439	450	580
Oriental	948	900	1,160
Other	176,583	189,225	243,890

* Public two-year colleges

Table 2A

POPULATION CHARACTERISTICS

		Latest Available Data	1974 Estimated	1978 Estimated
1.	General Population	11,137,630	11,413,314	11,857,553
	Urban	9,249,235	9,542,909	10,010,503
	Rural	1,888,395	1,870,405	1,847,050
2.	Disadvantaged Population	622,400	622,400	N/A
	Unemployment	234,000	234,000	N/A
	Family Income $0 - $3,000	195,915	195,915	N/A
3.	Handicapped Population	1,113,763	1,141,331	1,185,755
	Handicapped Students (K-12)	383,393	385,500	395,000
4.	Private School Enrollment (Occupational only)	614,940	620,000	N/A
	Department of Corrections			
	Adult Division	6,060	6,090	N/A
	Juvenile Division	1,800	1,820	N/A
5.	Department of Mental Health	17,134	16,226	N/A
6.	Department of Children & Family Services	28,580	29,900	N/A

4.0 Annual and Long-Range Planning and Budgeting

4.1 Table 3 provides for the development of the Annual and Long-Range Program and Budgeting Plan.

The format is designed to show the goals established, the objectives set for each goal, the outcomes expected, the activities to be carried out during the budget year, the total funds to be allotted to carry out the goal, and the anticipated benefits for each level of instruction that impacts on a designated target group.

Each level of instruction listed below is considered in terms of the target population, when appropriate, making specific references to the activities specified. A rationale precedes each level of instruction.

Level	Target Population
Multi-level	Multi-Group
Elementary	General
Secondary	Disadvantaged
Post-Secondary	Handicapped
Adult	

Activities to Accomplish Objectives

Research
Exemplary
Vocational Instruction
Guidance and Counseling
Construction
Administration and Supervision
Evaluation
Personnel Development
Curriculum
Consumer and Homemaking
Work-Study
Cooperative Vocational Education

MULTI-LEVEL RATIONALE

The Illinois State program of occupational education is designed to help solve two or more pressing problems in the State: (1) providing adequately trained manpower to meet labor market needs and (2) providing meaningful programs which prepare students to be employable and thereby become productive members of society.

Federal vocational education funds, authorized under the provisions of the Vocational Education Amendments of 1968 (P.L. 90-576) and allocated to the states, provide support for occupational education programs on a statewide matching basis. These funds are used for administration, supervision, and operation of state and local programs and services.

Division staff members in FY 1974 will be utilized to assist in maintaining, extending, and improving existing programs of occupational education and to develop new occupational programs and practices relevant to the needs of the people in the State and our changing technological society. Administration, developmental, and evaluation activities reflect the anticipated costs involved in fulfilling the leadership role and program of services to local educational agencies.

The Division utilizes the method of contractual agreements to provide financial support for a variety of activities, services, and special programs that contribute to a comprehensive state and local program of occupational education. The Division negoitates contractual agreements with public and non-public agencies or instititutions and individuals.

The overall goals of these contractual activities are to improve the quality of instruction in what is taught as well as how it is taught, to gather and disseminate up-to-date planning and evaluation data, and to expand the scope of offerings in occupational education in Illinois. This is accomplished through activities in research and development, exemplary, preservice and inservice education, and curriculum development for occupational educators including teachers, counselors, administrators, and consultants on the local, regional, state, and national levels. Funds are used for awarding contracts for purchase of developmental and technical assistance beyond the capabilities of local educational agencies and state staff.

Among the developmental activities of the Division are the planning, development, diffusion, and adoption of the career education concept and acceleration of needed growth in new secondary and post-secondary programs. Along with these activities is the refinement in planning, management, and reporting practices.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
1. Contribute to the maintenance, extension and improvement of occupational education programs in Illinois through activities of the Division of Vocational and Technical Education under the State Board of Vocational Education and Rehabilitation.	1a. DVTE will provide qualified professional and supportive staff to administer occupational education in Illinois.	118 Staff	110	112
2. Encourage LEA and State agency personnel to develop and improve occupational education programs through a systematized approval and evaluation process.	2a. All LEA's and State agencies submitting One- and Five-Year Plans will receive assistance in program planning and self-evaluation.	709 LEA's and state agencies	709	702

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
ADMINISTRATION AND SUPERVISION Maintain office facilities and leadership through an administrative structure which includes the Director's Office and the following Units: Fiscal and Statistical Program Approval and Evaluation Occupational Consultant Professional and Curriculum Development Research and Development Special Programs Manpower Development and Training	F 856,000 (B-9a) S 816,200	1. LEA personnel will be able to obtain consultant and ancillary services related to the development, improvement and administration of occupational education programs.
ADMINISTRATION AND SUPERVISION Encourage LEA and administrative personnel to participate in planning workshops, seminars and courses. Conduct 54 planning workshops to provide the following: Information and materials on developing One- and Five-Year Plans for Vocational and Technical Education, and Assistance in utilizing internal and external resources as identified in composite report of previous on-site evaluations. Review and approve One- and Five-Year Plans of Vocational Education.		2. Local administrative personnel will have the opportunity to upgrade their planning efforts. Long-range planning should contribute to the quality and the scope of a total occupational program. Local agencies will be helped in planning and being accountable for occupational education programs.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	2b. On-site evaluation of occupational education will be conducted at LEA's and State agencies as a part of the Three-Phase Evaluation System.	115 Evaluations	70	100
3. Support research and developmental activities which provide for the planning, testing, and implementation of sound career education concepts and materials in local educational agencies.	3a. Research activities will be supported that provide for the development for program models for career education.	2 Major projects	4	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Develop a product-oriented, evaluation system model and assist local agencies in utilizing it for self-evaluation.		
2b. EVALUATION Provide funding for team-leader workshops and on-site team evaluation.	F 125,000 (B-9b)	Local agencies will receive recommendations and suggestions for program operation, improvement and expansion on which to base future plans.
ADMINISTRATION AND SUPERVISION Notify and orient LEA's and State agencies selected for on-site program evaluations. Conduct workshops for team leaders. Collect and distribute pre-evaluation data to appointed team members. Coordinate on-site team evaluations. Distribute printed summary of each evaluation for use by LEA's State agencies and DVTE personnel.		DVTE will have data for use in planning consultant services and ancillary activities.
3a. RESEARCH AND DEVELOPMENT Support by contract the continuing project: Counselor Support System (Technology and Education) Support by contract the continuing project: Career Education Resource Laboatory Support by contract the continuing project: Illinois Network for School Development	F 40,000 (C) L 40,000 F 25,000 (C) L 20,000 F 30,000 (C) OSPI 30,000 L 25,000	3. Local educational agencies will be able to review career education models and programs that have been developed and tested in Illinois and to utilize the information in developing local programs.

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	3b. Research activities will be supported that provide date for the planning and implementation of career education concepts.	2 Major projects	2	
4. Support projects to improve occupational education through the development of innovative programs and techniques.	4a. Projects relating to innovative techniques for upgrading occupational education will be continued.	3 Major projects	3	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Disseminate the film concerning developments in career education in Illinois and assess its impact.	F 15,000 (C) L 5,000	
b. Contract with an individual and/or agency to assess career education activities as they currently exist in Illinois Schools.	F 50,000 (C) L 30,000	
Contract with an individual and/or agency to design and validate a career development survey instrument for students in grades K-12.	F 40,000 (C) L 20,000	
a. RESEARCH AND DEVELOPMENT		4. Development, validation and implementation of new and innovative programs and techniques will make occupational education more responsive to the needs of the individual, business, labor, and society.
Support by contract the project: Ecology and Environmental Control and New and Emerging Occupations and Pre-requisite Training	F 30,000 (C) L 15,000	
Support by contract the project: Maximizing Human Resource Development in the Five County Tier Region of Southern Illinois.	F 35,000 (C) L 15,000	
Support by contract the project: Implementation of a Model Cooperative Agreement Program between a Secondary and Post-Secondary Institution.	F 30,000 (C) L 15,000	

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	4b. Research activities will be initiated to provide for the development of new and innovative techniques for upgrading occupational education.	2 Major projects	1	
5. Continue support for for studies that provide information for decision making and management at the state and local level.	5a. The Management Information System for Occupational Education will be implemented on a statewide basis.	1 Major project	1	
	5b. New studies will be supported which provide local and state occupational education planners with information for rational decision-making.	3 Major projects	3	

Table 3 Continued

	ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
b.	Contract with an individual and/or agency to survey governmental agencies and municipalities to determine job possibilities and related training opportunities at the secondary and post-secondary levels.	F 10,000 (C) L 5,000	
	For other projects see the following: Secondary: Multi 12a Secondary: Handicapped 9a		
a.	Contract for the implementation of a statewide automated data system to maintain and extend an organized approach for gathering student-based supply data, demand data, follow-up, and cost differential data.	F 205,000 (C) L 60,000	5. Sound data gathering techniques will allow state and local planners of occupational education to correlate data on programs, students, agencies providing trained manpower, costs, and follow-up into a useful planning tool for facilitating educational change.
b.	Contract with an individual and/or agency to evaluate the impact of the Illinois Occupational Curriculum Project.	F 40,000 (C) L 15,000	
	Contract with an individual and/or agency to determine the feasibility of establishing a regional system for planning, development, and evaluation of occupational education programs.	F 40,000 (C) L 30,000	
	Contract with the University of Illinois to design and validate self-evaluation materials for local educational agencies.	F 20,000 (C) L 5,000	

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
6. Support innovative ideas originating at the local level which promote the major goals for FY 1974 research, developmental and exemplary activities.	6a. Innovative activities will be supported at the local level based on Division goals for Part C, P.L. 90-576		2 Major projects	
	6b. Innovative activities will be supported at the local level based on Division goals for Part D, P.L. 90-576		2 Major projects	
7. To continue to identify and support exemplary activities to bridge the gap between the "world of work" and occupational education at the local level.	7a. Programs funded in FY 1973 under Part C, P.L. 90-576 will be continued under Part D and and additional projects will be initiated.	4 Major projects	2	

Table 3 Continued

	ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
6a.	Contract for Part C research and development activities as solicited through an RFP.	F 55,580 (C) L 20,000	6. Occupational education in the state will be enhanced through support of creative ideas originating from the local level.
	Contract for Part C research and development activities not solicited through an RFP.	F 40,000 (C) L 15,000	
6b.	EXEMPLARY		
	Contract for Part D exemplary activities as solicted through an RFP.	F 10,937 (D) L 2,000	
	Contract for Part D exemplary activities not solicited through an RFP.	F 14,500 (D) L 3,500	
7a.	EXEMPLARY		7. Exemplary programs provide the visability for promoting innovative programs and/or concepts in occupational education.
	Contract for continuation of the nuclear radiation project study.	F 28,000 (D) L 10,000	
	Contract with an individual and/or agency for an impact assessment of the "demonstration center method" as a dissemination technique	F 10,000 (D) L 12,000	
	For other projects see the following: Secondary: General 1b Secondary: Disadvantaged 4a Secondary: Handicapped 9a Post-Secondary: Multi 13a Adult: Multi 5b		

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
8. Support research, developmental and exemplary activities in consumer and homemaking education and cooperative education as outlined in Parts F and G of P.L. 90-576.	8a. Consumer and homemaking programs will be promoted at the local level by dissemination of information through demonstration centers.	1 Major Project	1	
	8b. Demonstration and research activities will be supported to promote cooperative education programs. (Part G).	3 Major projects	4	
9. Provide for the development of occupational education personnel through the implementation of competency-based pre-service education programs.	9a. An articulated approach to the development of occupational education personnel will be continued in the State.	8 State universities	8	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
8a. CONSUMER AND HOMEMAKING		8. Demonstration centers will aid administrators and teachers to plan, implement and improve consumer and homemaking programs.
Contract with individuals and/or agencies to hold demonstration centers to exemplify consumer and homemaking education at different educational levels and to show articulation of programs between levels whenever possible.	F 15,000 (F) F 3,000	
8b. COOPERATIVE EDUCATION		Demonstration centers will aid administrators and teachers in planning, implementing and improving cooperative education programs (WECEP).
Contract with three agencies for special funding to allow for demonstration of on-going Work Experience and Career Exploration Programs (WECEP)	F 12,000 (G) F 3,000	
Contract with an individual and/or agency to conduct a study related to developing different types of cooperative education programs.	F 8,000 (G) L 2,000	Identification of new types of cooperative education programs should give direction to DVTE and should lead to development of programs to serve students not currently being served.
9a. PERSONNEL DEVELOPMENT		9. An articulated system for personnel development will help to meet the demand for teachers and to prevent an excessive duplication of effort by the universities.
Support through contractual agreement with each of the eight State universities a coordinator of occupational education personnel development.	F 80,000 (B9c)	
ADMINISTRATION AND SUPERVISION		
Conduct meetings with the state-wide liaison committee whose members include the eight State university coordinators.		

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	9b. A competencies-based model for training persons to serve in occupational leadership will continue to be developed and implemented.	16 Enrollees 2 Major activities	20 2	
	9c. A competencies-based model programs for preparation of health occupations teachers will be continued.	16 Enrollees 1 Major activity	20 1	
	9d. A competencies-based model for personnel development with emphasis on the training of instructional personnel will be designed and implemented.		1 Major activity	
	9e. A competencies-based program will be designed and implemented specifically for cooperative occupational education coordinators of non-typical students.		1 Major activity 20 Enrollees	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
9b. PERSONNEL DEVELOPMENT		
Contract with two universities in Illinois for the continued development and implementation of a competencies-based model program of leadership training.	F 80,000 (B-9c) 31,000 (B-9e) 160,000 (EPDA) L 67,750	Personnel will be available to provide leadership for occupational education at the local educational level.
9c. PERSONNEL DEVELOPMENT		
Contract with the University of Illinois for the continued development and implementation of a program designed to prepare health occupations teachers.	F 36,000 (B-9c) 80,000 (EPDA) L 29,000	Qualified persons will be available to help meet the increasing demands for teachers of health occupations.
9d. PERSONNEL DEVELOPMENT		
Contract with a teacher training institution to organize the previously identified competencies for instructional personnel into a transportable pre-service program of personnel development.	F 50,000 (B-9c) L 12,500	A transportable competencies-based model for personnel development will be available to all teacher training institutions in Illinois. Students graduating from competencies-based instructional programs should have the potential for becoming effective occupational education instructors.
9e. PERSONNEL DEVELOPMENT		
Contract with a teacher training institution to design and implement a competencies-based program for occupational education coordinators of non-typical students.	F 20,000 (G) L 6,250	Graduates of the program should be prepared for coordinating cooperative education programs and to serve the needs of non-typical students.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	9f. Pre-service home economics education enrollees will receive training in consumer and homemaking education.		1 Major activity 25 Enrollees	
10. Provide in-service education programs to upgrade skills of occupational education personnel in Illinois.	10a. Selected in-service activities will be provided to upgrade occupational education personnel.	59 Activities 2,100 Enrollees	57-58 1,800-2,000	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
f. Contract with a teacher training institution to develop and implement a competencies-based curriculum designed to prepare consumer and homemaking education instructors.	F 16,000 (F) L 4,000	Home economics teachers should be prepared to teach consumer and homemaking education with emphasis on helping students cope with consumer problems related to the dual role of wage earner and homemaker.
e. PERSONNEL DEVELOPMENT Contract for workshops, seminars, conferences and symposiums to be conducted throughout the State and at the IVA Convention in the following areas:		10. Occupational education personnel participating in in-service education programs will have opportunities to acquire knowledge for improving programs of occupational education.
Career Education (4 to 5 activities)	F 13,000 (B-9c) L 2,600	
Utilization of Measurable Objectives (3 to 4 activities)	F 12,000 (B-9c) L 2,400	
Techniques of Self-Evaluation (3 to 4 activities)	F 10,000 (B-9c) L 2,000	
Techniques of Individualized Instruction (3 to 4 activities)	F 9,000 (B-9c) L 1,800	
Administration of Occupational Education (4 to 6 activities)	F 10,000 (B-9c) L 2,000	
Occupational Safety and Health Act: Implications for Instructions (4 activities)	F 8,000 (B-9c) L 1,600	

Table 3

Annual and Long–Range Planning and Budgeting

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
10. cont'd.	10a. cont'd.			

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Utilization of Community Resources: Implications for Instruction (4 to 5 activities)	F 10,000 (B-9c) L 2,000	
Cooperative Education for Students with "Special Needs" (4 to 6 activities)	F 20,000 (G) L 5,000	
Methods and Techniques of Self-Instruction (2 to 3 activities)	F 6,000 (B-9c) L 1,200	
Utilization of the Metric System (3 to 4 activities)	F 8,000 (B-9c) L 1,600	
Utilization of the Illinois Occupational Curriculum Project Manuals (4 to 5 activities)	F 5,000 (B-9c) L 1,000	
Commercial Food Service Occupations (1 to 2 activities)	F 34,000 (B-9c) L 6,800	
Children and Day Care Occupations (3 to 4 activities)	F 6,000 (B-9c) L 1,200	
Needle Trade Occupations (2 activities)	F 5,000 (B-9c) L 1,000	
Career Awareness (4 to 6 activities)	F 10,000 (B-9c) L 2,000	
Occupational Guidance (1 to 2 activities)	F 4,000 (B-9c) L 1,000	

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
10. cont'd.	10a. cont'd.			
11. To improve the quality of the State's programs of occupational training through the development and dissemination of contemporary instructional support materials.	11a. Support materials related to occupational education will be developed for counselors.		1 Major project	
	11b. Contemporary curriculum and related materials will be made available to occupational education teachers.		8 Major activities	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Enviromental Maintenance Occupations (2 activities)	F 5,000 (B-9c) L 1,000	
Cooperative Education (2 activities)	F 6,000 (B-9c) L 1,200	
Consumer Homemaking Education (4 to 6 activities)	F 17,000 (F) L 3,400	
Coordination of In-service Activities	F 5,000 (B-9c) L 1,000	
1a. Contract with an individual or agency for the development of a counselor handbook.	F 40,000 (B-9e) L 12,000	Counselors will have a resource guide to help them participate more effectively in the total program of occuaptional education. Guidance services which are organized as a part of the total occupational program will enhance occupational information and training opportunities for students.
1b. Contract with individuals and/or agencies for the development, revision and dissemination of needed curriculum and related materials.	F117,000 (B-9e) L 35,000	Contemporary curriculum and related materials will enhance local programs in occupational education.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	11c. An annotated bibliography will be developed with suggestions for instructions in the area of Consumer and Homemaking Education.		1 Major project	
	11d. An annotated bibliography of curriculum and other instructional materials will be developed for use by coordinators of special cooperative education programs.		1 Major project	
	11e. A competency-based curriculum for administration of occupational education will be completed.	1 Major project	1	
	11f. A curriculum will be developed to articulate public two-year college programs and university-based teacher education programs (CAPSTONE).		1 Major project	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Contract with an individual and/or agency for the development of an annotated bibliography of Consumer and Homemaking education materials.	F 25,000 (F) L 7,500	Consumer and Homemaking programs will be enhanced as the annotated bibliography is utilized by teachers.
Contract with an individual and/or agency for an annotated bibliography of cooperative education materials.	F 25,000 (G) L 7,500	Special cooperative education programs will be improved as coordinators utilize available resources.
Contract with an individual or agency for the completion of a model curriculum for administration of occupational education. (See Multi: Multi 9b)		Occupational education administration training programs should be improved with the implementation of the competency based model program.
Contract for the initial development of curriculum model as a strategy for articulating public two-year college programs with university teacher education programs.	F 25,000 (B-9e) L 7,500	An articulated teacher education curriculum will facilitate the transfer of public two-year college students to universities.
For other curriculum see Secondary: General 1b		

ELEMENTARY LEVEL RATIONALE

Accepting the premise that career development is a life-long process, the Division views career development as beginning early in the education of the child. At the elementary school level, a career development program should encompass a series of planned, sequential experiences within the existing curriculum to help the student develop an awareness of himself and the working world and a belief in the dignity of man and his work.

In FY 1973, the Division supported elementary occupational information programs involving some 850,000 students or about 50% of the total elementary enrollment. Although trends indicate the total elementary enrollment, will decrease, the number of students participating in occupational information programs will likely increase.

The Division's goals for FY 1974 at the elementary level reflect the anticipated increase in school districts implementing an elementary occupational information program. The Division will respond to the need for increased information through special projects, to the need for increased program implementation through additional funding, and to the need for in-service and consultant activities for school districts by Division staff.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Elementary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
1. Promote for all students a K-8 organized, sequential and coordinated occupational information program which is designed to–	1a. Organized occupational information programs will be available to an increased number of 1.5 million students in grades K-8.	850,000 Students	950,000	1,264,000
Create an awareness of occupational opportunities and options,				
Assist students in developing a realistic self-concept,				
Provide realistic images of persons in the work-world through exploration and communication, and				
Develop positive attitudes toward the world of work.				
	1b. The percent of school districts receiving needed materials related to occupational informational programs will increase. (941 districts)	20%	35%	60%

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
1a. GUIDANCE AND COUNSELING Continue funding LEA's for occupational information programs.	S 725,000 (B-7) L 1,011,299	1. Students should be able to make more meaningful educational and occupational decisions based upon an increased awareness of career opportunities, career options, and personal assets and limitations.
ADMINISTRATION AND SUPERVISION Continue to encourage LEA's to develop a coordinated program of occupational information, which is part of the total elementary educational plan. Analyze on-site evaluations of local occupational programs and offer consultant services for the development of new occupational information programs and/or improvement of existing programs.		
1b. ADMINISTRATION AND SUPERVISION Continue to assist with special contractual activities that are designed to aid in the development of occupational information materials. (See Multi: Multi 11a)		Assistance to elementary personnel through resource materials and consultant services will aide them in the development of coordinated sequential occupational information programs.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Elementary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	1c. The number of elementary personnel receiving services related to occupational information programs will increase.	660 Personnel	880	1,340
	1d. The number of pre-service education students who receive training related to occupational information concepts and materials will increase.	100 Students	200	500

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Disseminate occupational information materials to schools initiating and/or upgrading occupational information programs.		
ADMINISTRATION AND SUPERVISION		
Participate in occupational information workshops and institutes for teachers, guidance personnel and administrators.		
Refer educators seeking information on K-8 occupational information programs to school districts which have been identified as having model programs.		
PERSONNEL DEVELOPMENT		
See Multi-Multi 10a		
ADMINISTRATION AND SUPERVISION		The development of occupational programs should be enhanced as teachers become informed.
Continue to identify competencies needed by teachers for developing and implementing occupational information programs.		
Encourage teacher educators to develop the competencies of prospective teachers for providing occupational information programs.		

SECONDARY LEVEL RATIONALE

Comprehensive occupational education programs at the secondary level provide opportunities for many students to continue career development in areas related to their interests, abilities, needs and goals. The Division encourages local school districts to offer comprehensive programs through their own districts and through participation in area vocational centers and/or cooperatives.

Occupational education at the secondary level is designed to prepare students for either entry level employment or further training. The Division's approval of a specific occupational training program is dependent upon its direct relationship to this goal. Reimbursement is based on consideration of manpower needs and differential costs.

In addition to the regular operating programs funded by formula, the Division financially supports by contractual arrangements area vocational center planning grants, Consumer-Homemaking (Part F), Special Cooperative Education (Part G) and Work-Study (Part H).

The population trends indicate that secondary school enrollees will increase for the next few years. Likewise, the number of enrollees in occupational education will likely increase. The involvement of more students and the expansion of occupational education opportunities may also be attributed to the penetration of the career education concept at the local decision-making level, the improvment of local one- and five-year plans for occupational education and local response to on-site team evaluations of programs.

The Division attempts to improve the quality of programs through consultative assistance and through contracted research, exemplary, curriculum and personnel development activities.

Secondary: General

The Division recognizes the importance of occupational orientation and occupational training at the secondary level of education. Orientation programs are supported typically at the ninth and tenth grades with students exploring specific clusters of occupations through hands-on experiences, observation, field training and classroom instruction. The Division plans to strengthen orientation programs through field-testing five occupational cluster curriculums and promoting them through an exemplary project.

Orientation programs are financially supported only if they lead to occupational training which will be available to the student when he has reached this level of development typically at the eleventh and twelfth grades.

Program development is encouraged to supply manpower where employment opportunities now exist and for new and emerging occupations.

The Division promotes Consumer-Homemaking education programs and financially supports them in economically depressed areas and areas of high unemployment.

Secondary: Disadvantaged

The Division encourages the development of occupational education for disadvantaged persons by reimbursement incentives to help defray costs of added services. The number of disadvantaged persons enrolling in occupational programs will probably not increase significantly in FY 1974. This may be due to the increased attention to a more refined identification process. A model program will be initiated to promote occupational education opportunities for disadvantaged persons. Special Cooperative Education programs (Part G) and Work-Study (Part H)will provide additional opportunities to receive occupational training.

Secondary: Handicapped

The Division will continue to promote occupational education for handicapped persons enrolled in local school districts and State agencies and will provide reimbursement incentives to help defray costs of added services. The number of enrollees in FY 1974 will likely show a slight increase over FY 1973. Consultant services and a model program will be available to local educators interested in program development.

The Division will continue cooperative relationships with the Division of Vocational Rehabilitation and the Office of the Superintendent of Public Instruction in providing programs for handicapped persons.

Secondary: Multi

Area vocational center development and increasing number of cooperative agreements between local districts will enrich programs opportunities and increase student participation. Special research projects and curriculum and personnel development activities will be initiated to upgrade occupational programs. The development of a counselor's handbook will give added emphasis to the importance of guidance functions and the placement and follow-up of students. Approved state youth organizations will be given financial as well as advisory support from the Division.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: General

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
1. Encourage LEA's to provide secondary level students with sequential, comprehensive, occupational education experiences leading to employment or further occupational education.	1a. The number of secondary students enrolled in occupational orientation programs and occupational training programs will increase.	438,760 Students	472,240	512,230
	1b. The five orientation cluster curriculum developed in FY1971 and FY 1972 will be evaluated, revised and demonstrated.	1 Major project	1	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
SECONDARY PROGRAMS		1. Students will become familiar with occupational clusters and will be helped to understand the relationship of their interests and abilities to these clusters and to specific occupations within them.
Continue to promote and support through funding occupational orientation programs which prepare students to participate in occupational training programs provided at the local district, area vocational center, or other district through a joint agreement.	F 9,043,896 (B-1) S 8,915,500 L 90,478,358	
Continue to encourage and support through funding comprehensive occupational training programs which meet an immediate and anticipated demand for workers.		Providing programs leading to employment and/or further occupational training will benefit individuals, business, industry and society as a whole.
ADMINISTRATION AND SUPERVISION		
Provide consultant services on an individual and group basis for individuals responsible for occupational education programs.		
Fund curriculum personnel development, research and exemplary activities to improve and expand occupational education programs. (See Multi-Multi 3,4,9,10,11)		
CURRICULUM		Instructional personnel will have access to validated orientation cluster curriculum.
Contract with a school district to field test the five occupational orientation cluster curriculums.	F 50,000 (B-9e) L 10,000	
EXEMPLARY		
Contract with the same school district to demonstrate the five occupational orientation cluster curriculums.	F 20,000 (D) L 33,000	

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: General

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
2. Promote the improvement and expansion of consumer and homemaking programs for secondary students who live in economically depressed areas and/or areas of high unemployment.	2a. The number of students enrolled in consumer and homemaking programs will increase.	12,190 Students	12,550	14,060
	2b. Activities will be developed to improve the quality of consumer and homemaking programs.	7 Activities	8-10	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
. CONSUMER AND HOMEMAKING EDUCATION		
Plan and implement the utilization of Part F funds for secondary programs and activities in consumer and homemaking education.	F 664,000 (F) L 146,000	2. Students should be able to increase their competencies for managing consumer problems related to the dual role of homemaker and wage earner.
. PERSONNEL DEVELOPMENT		
See Multi-Multi 9f		
CURRICULUM		
See Multi-Multi 10a		
EXEMPLARY		
See Multi-Multi 8a		

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
3. Encourage LEA's to help disadvantaged persons achieve career goals by (a) including them in regular occupational programs and providing them with additional services or (b) involving them in a special program if they cannot be served in a regular program.	3a. The number of disadvantaged students identified by LEA's and provided occupational education will increase.	57,000 Students	59,000	70,000

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
STATE PROGRAM DISADVANTAGED Fund LEA's for programs and services for disadvantaged persons.	F (3,338,750) (B-4) L 4,175,000	3. Disadvantaged persons will increase their opportunities for employment or for further training through participation in occupational programs which are designed to overcome specific effects of their disadvantagement.
ADMINISTRATION AND SUPERVISION Continue consultant activities related to the identification of disadvantaged and handicapped persons and to the development or improvement of occupational programs to serve their needs. Review and analyze on-site evaluation reports of local occupational programs and identify areas of concern common to LEA's in providing occupational education for disadvantaged persons. Review One- and Five-Year Local Plans to identify needs for consultant services. Initiate workshop activities for occupational educators of regular programs in which disadvantaged persons are enrolled. Initiate curriculum activities to individualize instruction for disadvantaged persons.		

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
4. Support ancillary activities to promote the improvement and expansion of programs and services for disadvantaged persons.	4a. A model program for disadvantaged persons will be developed and implemented.	1 Major Project	1	
	An innovative program for disadvantaged persons will be developed and implemented.		1 Major project	
5. Promote the improvement and expansion of Part G cooperative occupational educational programs which serve dropouts and potential dropouts.	5a. The number of students participating in Part G cooperative occupational education programs will increase (Estimated 20,000 eligible)	1,200 Students	1,500	2,500
			54 Programs	
	5b. Activities will be developed to improve the quality of Part G programs.	3 Activities	6	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
4a. EXEMPLARY		4. Model programs will provide the visability for promoting innovative programs for disadvantaged persons.
Contract for implementation of a model program for disadvantaged persons at the secondary level in occupational education.	F 30,000 (D) L 25,000	
Contract with an individual and/or agency to develop and implement an air-line ground-based hostess program for disadvantaged youth.	F 15,000 (D) L 3,000	
5a. COOPERATIVE EDUCATION		5. A close association with the world of work and the opportunity to earn money encourages school dropouts to stay in or return to school and to gain salable skills.
Contract with LEA's for special cooperative occupational education programs.	F 424,990 (G) L 124,497	
ADMINISTRATION AND SUPERVISION		
Collect data for evaluating Part G programs to determine their effectiveness, to make future program plans and to identify needs for professional and curriculum development.		
Provide consultant services to LEA's and to individuals or agencies under contract for personnel and curriculum development.		
5b. PERSONNEL DEVELOPMENT		
See Multi-Multi 9e		
CURRICULUM		
See Multi-Multi 10a		
EXEMPLARY		
See Multi-Multi 8b		

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
6. Encourage State agencies, such as the Department of Corrections, Department of Mental Health, and Department of Children and Family Services, to provide occupational education for the persons they serve.	6a. The number of disadvantaged persons in State agencies who receive occupational education will increase.	415 Persons	500	600
7. Promote work-study programs for occupational education students who have been identified by LEA's as needing financial assistance.	7a. Part H funds will be utilized for providing as many students as possible with work-study programs.	600 Students	700	1,000

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
6a. STATE PROGRAMS: DISADVANTAGED		6. Disadvantaged persons served by State agencies will have added opportunities to obtain skill leading to employment and/or further occupational training.
Continue regular funding to other State agencies for occupational programs which are approved in their One- and Five-Year Plans.	F 425,266 (A 102-b) L 320,000	
Continue, expand, and promote special contracts for new occupational programs in State agencies.	F 100,000 (A 102-b) L 80,000	
ADMINISTRATION AND SUPERVISION		
Participate in State interagency activities which provide occupational education and/or related services for disadvantaged persons.		
Conduct workshops for personnel in State agencies to aid them in developing programs and preparing One- and Five-Year Plans for Vocational and Technical Education.		
7a. WORK STUDY		7. Students participating in work-study programs will have financial assistance to help them remain in school and participate in an occupational education program.
Implement a system for contracting with LEA's to provied work-study programs.	F 229,021 (H) L 114,510	

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
8. Encourage LEA's to help handicapped persons achieve career objectives by (a) including them in regular occupational programs and providing them with additional services or (b) involving them in special programs if they cannot be served in regular programs.	8a. The number of handicapped persons enrolled in occupational programs in LEA's will increase.	10,900 Part B 55 Part G	11,500 program enrollees 65 program enrollees	13,800 70 program enrollees

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
8a. STATE PROGRAMS: HANDICAPPED		8. Handicapped persons will be able to participate in occupational programs designed to increase their opportunities for employment and/or further training.
Utilize funds to reimburse LEA's for programs and services for handicapped persons.	F(1,325,000) (B-5) L 1,871,000	
STATE PROGRAMS: COOPERATIVE EDUCATION		
Continue and expand special cooperative occupational educational programs for physically handicapped persons by contractual agreement.	F 35,211 (G) L 10,563	
ADMINISTRATION AND SUPERVISION		
Continue consultant activities to improve and expand existing programs and to assist in the development of new programs.		
Review and analyze on-site evaluation reports of occupational programs and identify areas of concern common to LEA's in providing occupational education to handicapped persons.		
Review local One- and Five-Year Plans for Vocational and Technical Education to identify the needs for consultant services.		
Continue cooperative relationship with DVR and OSPI (Special Education) related to providing occupational education for handicapped students.		
Initiate three workshops to aid administrators of occupational education programs in identifying and serving handicapped persons.		

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
9. Support ancillary activities to promote the improvement and expansion of programs and services for handicapped persons.	9a. A model occupational education program for handicapped persons will be implement in one school.	1 Major project	1	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Coordinate workshop for occupational education and special education teachers on the development of individualized learning packages. Initiate and coordinate development of individualized teaching methods in one or more occupational clusters. Initiate development of a curriculum guide for related class in EMH cooperative. Initiate three to six workshops for educators of handicapped students enrolled in regular occupational education programs. Initiate three workshops for beginning and experienced coordinators of handicapped persons.		
9a. EXEMPLARY Contract for the implementation of a model occupational education program for handicapped persons at the secondary level.	F 30,000 (D) L 25,000	9. An exemplary program will provide the visability for promoting innovative programs for handicapped persons.

Table 3
Annual and Long—Range Planning and Budgeting

LEVEL: Secondary

POPULATION SERVED: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
10. Encourage State agencies, such as the Department of Mental Health and the Department of Children and Family Services, to provide occupational education for the handicapped persons they serve.	10a. The number of handicapped students in State agencies who are enrolled in occupational programs will increase.	670 Students	695	800

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
0a. STATE PROGRAMS: HANDICAPPED		10. Handicapped persons in State agencies will be able to participate in occupational programs designed to increase their opportunities for employment and/or further training.
Continue regular funding to other State agencies for conducting occupational programs for handicapped persons as approved in their One- and Five-Year Plans for Vocational and Technical Education.	F(120,000) (B-5) L 120,000	
Continue and expand special contracts for new programs in State agencies.	F (50,000) (B-5) L 70,000	
ADMINISTRATION AND SUPERVISION		
Participate in State interagency activities that provide occupational education and/or related services for handicapped persons.		
Assist in workshops for occupational teachers and counselors in State agencies.		

Table 3
Annual and Long–Range *Planning and Budgeting*

LEVEL: Secondary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
11. Promote comprehensive guidance services which will provide all secondary level students with the following: Current and unbiased career information concerning local, state, and national opportunities; Activities which will aid students in understanding their abilities, interests, and values needed in the decision-making process; Opportunities to explore career preferences to the depth desired; Placement services which will assist students in transition to further training or employment, and Follow-up data to determine effectiveness of program offerings and guidance services.	11a. The percent of school districts which provide comprehensive guidance services at the secondary level will increase. (581-total districts)	20%	30%	60%

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
. ADMINISTRATION AND SUPERVISION Provide consultant services to improve the competencies of personnel responsible for career guidance activities through conferences, workshops and institutes at local and regional levels. Analyze on-site evaluations of local occupational programs and offer consultant services for the development and/or improvement of guidance services. Identify model guidance activities in LEA's for referral to educators seeking information for initiating or upgrading programs. Cooperate with other public agencies to identify guidance services available to LEA's.		11. Students should be able to secure employment and/or continue an occupational program which is related to their interests, abilities and the job market.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	11b. Activities will be initiated to improve guidance services.	1 Activities	2	
12. Support research and developmental activities which provide for the planning, testing and implementation of programs in new and emerging occupational programs.	12a. Research activities will be initiated to provide for the development of new and innovative techniques for upgrading occupational education.		3 Major projects	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
. CURRICULUM		
Provide consultant services for the development of a counselor's handbook which will include information on topics such as use of community resources, use of guidance advisory committees, area vocational center guidance functions, and placement and follow-up activities. (See Multi-Multi 11a)		
PERSONNEL DEVELOPMENT		
See Multi-Multi 10a		
. RESEARCH AND DEVELOPMENT		12. New and emerging occupational programs which have been developed and validated can make occupation education more responsive to the needs of the individual, business, labor and society.
Contract with individuals and/or agencies for the following projects:		
Development of a design (problem solving) program as an orientation course for all students in occupational education at the secondary level,	F 20,000 (C) L 15,000	
Development of a safety orientation program for all students in occupational education at the secondary level, and	F 20,000 (C) L 5,000	
Development of a labor-management relations program for all students in occupational education at the secondary level.	F 20,000 (C) L 5,000	
See Multi-Multi 3 and 4 for other projects.		

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
13. Encourage LEA's to continue and expand approved youth organizations.	13a. Membership in youth organizations will increase.			
	DECA	2,700	2,900	3,500
	FBLA	2,000	2,400	3,000
	FFA	16,500	16,700	16,900
	FHA-HERO	19,100	22,000	25,000
	IOEA	3,400	3,500	3,800
	VICA	2,100	2,500	5,000
14. Encourage participation in an alternate vocational education system which offers quality comprehensive programs that are not presently available nor economically feasible in regular secondary schools.	14a. The area center network will continue to develop.	24 Number of operating centers	25	38
		50% Percent of the State's total school districts involved	51%	75%
		13,000 Number of enrollees	14,300	40,000

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
3a. ADMINISTRATION AND SUPERVISION Maintain advisory relationship with each approved State youth organization.		13. Students should acquire abilities for exercising and/or following effective leadership and for fulfilling occupational, social and civic responsibilities.
Provide financial support by contractual arrangement with each approved State youth organization on the basis of a flat grant plus the number of students enrolled in reimbursable classes.	F 40,000 (B-1)	
4a. ADMINISTRATION AND SUPERVISION Continue to plan and implement a state program of supportive services related to area center development and planning including the following: Develop and disseminate informational and instructional materials useful in the justification and planning of an area center. Update area center Bulletin No. 6-1171 in cooperation with Capital Development Board. Utilize an advisory committee to react to a preliminary report on statewide area center planning and prepare a printed report based on meeting results.		
CONSTRUCTION: AREA CENTERS Develop and establish five new area vocational centers for FY 74 which will follow the three phase approval procedure. Begin planning five other centers.	F 3,000,000 (B-6) S 6,987,500 (Capital Development Board) L 7,534,429	

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Secondary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	14b. New and experienced area center personnel will receive in-service training.	100% New personnel	100%	100%
		5% Experienced personnel	7%	30%
	14c. The number of cooperatives (joint agreements other than area vocational centers) for providing occupational education will increase in areas of the State where feasible.	47 Number of joint agreements	50	55
		137 Number of districts involved	148	169

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
STATE PROGRAMS: SECONDARY		
Contract with local districts for personnel to plan local area centers between Phase I approval and the beginning of classes as specified in Bulletin No. 6-1171.	F 274,000 (B-1) L 274,000	
14b. Provide consultant services to aid vocational planning personnel in improving program development and management.		
Conduct workshop for all new area center planning directors.		
Promote participation in workshops such as those held by universities, national organization and DVTE.		
14c. ADMINISTRATION AND SUPERVISION		14. Students will have additional opportunities to select occupational programs related to their interests and abilities.
Provide planning services related to joint agreements through regional conferences and workshop activities.		
RESEARCH AND DEVELOPMENT		
See Multi-Multi 4a.		

POST-SECONDARY RATIONALE

Public two-year colleges in Illinois are committed to providing programs for persons interested in continuing career education plans through occupational and technical education. The number of certificate programs has increased significantly during the past few years. As a result both associate and certificate programs are now available in most of the curriculums offered. This correlates with the Division's view of the purpose of post-secondary occupational education: to train students for employment at either entry or technical level. The Division will continue to promote programs at the post-secondary level through a funding procedure involving consideration of manpower needs and the added costs of occupational and technical programs. The Division will attempt to improve occupational education opportunities through consultant services, research, curriculum and personnel development projects, and funding on approved equipment.

Post-Secondary: General

Population trends indicated that post-secondary enrollments will accelerate in public two-year colleges for the next few years. It is believed that full-time and part-time enrollments in occupational and technical programs will also increase. Contributing factors include broader curriculums, improved program quality, continued community participation, and availability of job opportunities for vocational and technical graduates.

The Division seeks to improve the articulation of post-secondary and secondary programs through the program approval and evaluation process and subsequent consultant activities. The Division will fund the development of a curriculum model as a strategy for articulating occupational programs at the junior college level with teacher education programs at the university level.

The Division will continue to fund public two-year colleges for vocational-technical curriculums approved in their One- and Five-Year Plans. In addition, the Division anticipates funding on Consumer-Homemaking programs at junior colleges located in economically depressed areas and areas of high unemployment.

Post-Secondary: Disadvantaged

The Division will fund approved occupational-technical programs for disadvantaged persons enrolled in public two-year colleges and served by State correctional institutions. The Division will continue to encourage program development through reimbursement incentives to defray cost of added services. The number of students served in FY 1974 will likely increase but not significantly. Additional public two-year colleges are showing interest in providing cooperative-occupational education programs for high school dropouts. The public junior colleges can utilize more funds for Work-Study programs than are available.

Post-Secondary: Handicapped

The Division will continue to fund occupational education programs in two-year public junior colleges and State agencies and will provide reimbursement incentives to help defray added costs for added services. The number served in FY 1974 will likely show a slight increase. Division consultants will continue to promote the programs and provide consultant services.

Post-Secondary: Multi-Group

Most of the research, curriculum and personnel development projects funded by the Division will have significance for post-secondary educators. The Division will fund an exemplary program in individualized industrial engineering technology which is specifically related to the post-secondary level of instruction. The Division will also contract for a study to determine means for increasing job possibilities for veterans. Both projects should provide data for program planners. Consultants will continue to promote guidance, placement, and follow-up services and to encourage student involvement in occupational youth organizations and in student chapters or affiliates of professional and technical societies.

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Post-Secondary

POPULATION SERVED: General

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
1. Expand program availability to serve more students who need pre-vocational education at the post-secondary level.	1a. The number of public two-year colleges offering occupational education in five broad areas will increase. (37 districts-total in state)	28 Districts	31	35
	1b. The total number of students in occupational program at public two-year colleges will increase.	94,290 Students	103,430	142,570
2. Improve articulation of occupational programs between public two-year colleges and their respective secondary districts.	2a. The number of two-year college districts which are articulating curricula with secondary level occupational programs will increase.	15 Districts	25	35

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
STATE PROGRAMS: POST-SECONDARY Fund occupational education programs at public two-year colleges. ADMINISTRATION AND SUPERVISION Promote the development and expansion of new and existing occupational programs at two-year public colleges, with emphasis on meeting state and local employment shortages. ADMINISTRATION AND SUPERVISION Work with public two-year college personnel for a more critical analysis of realistic program identification as perceived by the respective student clientele. ADMINISTRATION AND SUPERVISION Conduct short-term workshops for college personnel involved in occupational curriculum development with implications for articulation with secondary occupational programs. Priority topics will focus on flexible entry and exit levels, advanced placement and follow-up studies. RESEARCH See Multi-Multi 4a	F 3,434,200 (B-2) S 3,725,000 L 30,000,000	1. Program expansion will serve the needs and interests of a greater number of students and will more fully meet the needs for highly skilled manpower. 2. Transition between secondary and post-secondary programs will be eased and duplication of student effort will be eliminated.

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Post-Secondary
POPULATION SERVED: General

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
3. Improve articulation of occupational education programs at the public two-year college level with programs at the university level	3a. A curriculum will be developed to articulate public two-year college programs and university based teacher education programs (CAPSTONE).		1 Major project	
4. Promote the improvement and expansion of consumer and homemaking programs for post-secondary level students living in economically depressed areas and areas of high unemployment.	4a. The number of consumer and homemaking programs will increase.	2 Programs	3	7
	4b. Activities will be initiated to improve the quality and increase the number of consumer and homemaking programs.	7 Activities	8-10	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
CURRICULUM Contract for the initial development of a curriculum model as a strategy for articulating community college programs with university programs. See Multi-Multi 11f		3. An articulated program will facilitate the transition of public two-year college graduates to university based teacher education programs.
CONSUMER AND HOMEMAKING EDUCATION Contract with public two-year colleges to plan and implement programs and activities in consumer and homemaking education.	F12,000 (F) L 3,000	Students will have opportunities to increase their skills and competencies for coping with consumer problems related to the roles of homemaker and wage earner. Post-secondary instructors and administrative personnel will have opportunities to become more knowledgable about consumer and homemaking education.
EXEMPLARY See Multi-Multi 8a		
PROFESSIONAL DEVELOPMENT See Multi-Multi 10a		

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Post-Secondary

POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
5. Encourage public two-year colleges to help disadvantaged students achieve career goals by providing special services in regular occupational programs and/or special occupational programs.	5a. The number of disadvantaged persons enrolled in occupational programs at the post-secondary level will increase	4,500 Students	5,000	7,000

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
STATE PROGRAMS: DISADVANTAGED Continue regular funding to post-secondary institutions for occupational programs and services for disadvantaged persons. ADMINISTRATION AND SUPERVISION Continue and expand consultant services to post-secondary institutions to assist in the improvement of existing programs and services and/or development of new programs and services for disadvantaged persons in occupational education. Review and analyze on-site evaluation reports of occupational programs in LEA's and identify areas of concern in providing special services and programs for disadvantaged persons. Utilized results of the FY 1973 research project assessing the current status of occupational education programs for disadvantaged persons at the post-secondary level. Initiate a study to identify needs and job opportunities for disadvantaged persons. Initiate workshop activities to aid two-year college personnel in the identification of disadvantaged persons and services to be provided for them.	F(810,500) (B-4) L 797,196	5. Special services and/or special occupational programs will enable disadvantaged persons to increase their opportunities for employment.

Table 3
Annual and Long--Range Planning and Budgeting

LEVEL: Post-Secondary
POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
	5b. The number of special cooperative education programs for early school leavers will increase.	2 Programs 25 Enrollees	4 60	8 120
6. Encourage State agencies to provide occupational education at the post-secondary level for the disadvantaged persons they serve.	6a. The number of disadvantaged persons receiving occupational education in State agencies will increase.	250 Persons	350	500
7. Encourage public two-year colleges to provide work-study programs for eligible occupational education students.	7a. Within the limits of available Part H funds, a maximum number of students will participate in work-study programs.	300 Students	400	500

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
COOPERATIVE EDUCATION		
Contract with junior colleges to provide special cooperative education for youth who left high school without earning a diploma and are in need of occupational orientation and work experience prior to enrollment in a regular post-secondary occupational program.	F 110,000 (G) L 33,000	
STATE PROGRAMS: DISADVANTAGED		6. Persons in correctional institutions will have opportunties to develop salable skills which will later help them to become self-sufficient and contributing members of society.
Provide regular funding to correctional institutions conducting post-secondary programs which have been approved in their One- and Five-Year Plans.	F(120,000) (B-4) L 100,000	
Expand and promote special contracts for new occupational programs at the post-secondary level for disadvantaged persons in correctional agencies.	F 73,000 (A 102b) L 100,000	
ADMINISTRATION AND SUPERVISION		
Initiate in-service training for present and new vocational teachers and counselors or provide consultant services for present and new personnel.		
WORK-STUDY		7. Students who participate in work-study programs will receive financial assistance to help them remain in school and continue enrollment in occupational education.
Organize and implement a system of funding local work-study programs through contractual agreements.	F 76,340 (H) L 37,170	

Table 3
- Annual and Long–Range Planning and Budgeting

LEVEL: Post-Secondary
POPULATION SERVED: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
8. Enccurage public two-year colleges to serve handicapped persons by providing special services in regular occupational programs and/or special occupational programs.	8a. The number of handicapped persons enrolled in occupational education programs at public two-year colleges will increase.	900 Students	1,100	1,200

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
8a. STATE PROGRAMS: HANDICAPPED Continue regular funding to public two-year colleges for occupational education programs and services for handicapped persons. ADMINISTRATION AND SUPERVISION Continue consultant services to LEA's to assist in the development and expansion of programs and services for handicapped persons at public two-year colleges. Utilize the results of the FY 1973 research project designed to assess the current status of occupational programs for the handicapped student at the post-secondary level. Review and utilize local One- and Five-Year Plans and evaluation reports resulting from the Three Phase System for Occupational Education and identify areas of concern common to two-year colleges in providing program for handicapped persons. Encourage and assist LEA's in studying manpower needs and job opportunities for handicapped persons. Assist in development of curricula, materials, and techniques based upon results of FY 73 research project. Initiate and assist in research of industrial needs and job opportunities for handicapped persons.	F(125,000) (B-5) L 145,000	8. Handicapped persons can be helped to become productive members of the community and to achieve career goals through occupational education at the post-secondary level.

Table 3
Annual and Long—Range Planning and Budgeting

LEVEL: Post-Secondary
POPULATION SERVED: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
9. Encourage State agencies to provide occupational education for handicapped persons they serve.	9a. The number of handicapped persons receiving occupational education in State agencies will increase	35 Persons	60	110

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
8a. Initiate and assist in workshops for occupational instructors on characteristics and methods of teaching handicapped. Promote in-service workshops for two-year public college personnel to further understanding of the educational needs of handicapped students as well as their capabilities in occupational programs and in employment.		
9a. STATE PROGRAMS: HANDICAPPED Continue regular funding to other State agencies on occupational programs which have been approved in their One- and Five-Year Plans. Continue the funding of special contracts for new programs in occupational education for handicapped persons in State agencies. ADMINISTRATION AND SUPERVISION Participate in interagency activities with State agencies that provide services related to occupational education for handicapped persons.	F(30,000) (B-5) L 12,000 F(10,000) (B-5) L 14,000	9. Handicapped persons in State agencies can increase their opportunties for being self-sufficient and contributing members of society.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Post-Secondary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
10. Promote guidance, counseling, placement and follow-up services which will aid post-secondary students to: Make realistic decision on program selection in relation to their interestes and value, Secure placement in employment or extended training, Understand data derived from follow-up studies of former students, and Understand career opportunities and options in local, state and labor markets commensurate with training contemplated.	10a. The percent of secondary occupational education enrollees receiving guidance, counseling, placement and follow-up services will increase.	25%	50%	60%

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
10a. ADMINISTRATION AND SUPERVISION Participate in workshops for improving competencies of personnel in implementing orientation, placement and follow-up activities. Develop guidelines and models for implementing placement and follow-up services for students. Identify districts providing exemplary guidance placement and follow-up services and disseminate information to other districts. Cooperate with other public and private educational agencies to increase guidance services available for students at the post-secondary level. PROFESSIONAL DEVELOPMENT See Multi-Multi 10a CURRICULUM See Multi-Multi 11a		10. Students will tend to make realistic educational and occupational decisions and to engage in employment related to their career goals.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Post-Secondary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
11. Encourage the development and expansion of youth organizations and activities related to the career objectives of post-secondary students.	11a. Post-secondary student membership will increase in occupational youth organizations and in student chapters or or affiliates of professional, scientific and technical societies and organizations pertinent to fields of study.			
	Youth Organizations			
	PHI BETA LAMBDA	700	900	1,500
	AG CLUBS	150	300	500
	VICA	0	125	500
	IOEA	15	30	100
	Professional and Technical Organizations	1,800 Memberships	2,000	2,500
12. Improve competencies of instructional staff at public two-year colleges.	12a. The number of public two-year college personnel engaged in in-service programs will increase.	100 Personnel	150	300

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
11a. ADMINISTRATION AND SUPERVISION Promote instructor awareness and sponsorship of student chapters and affiliates of youth organizations and professional and technical societies.		11. Students will have opportunities to exercise and/or follow effective leadership for fulfilling occupational, social and civic responsiblities. Students will broaden their background and knowledge of their field of study and will gain experience in professional activities.
12a. PERSONNEL DEVELOPMENT Conduct seminars/workshops for public, two-year college instructional and administrative personnel. See Multi-Multi 10a		12. Instructors will have opportunity to upgrade skills and to improve occupational education programs.

Table 3
Annual and Long-Range Planning and Budgeting

LEVEL: Post-Secondary
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
13. Support research, developmental and exemplary activities related to occupational education at the post-secondary level.	13a. Exemplary programs will be supported to provide data for planning and implementing new programs and concepts.	1 . Major project	1	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
3a. EXEMPLARY PROGRAMS		13. Exemplary programs provide data for program planners to initiate programs and to facilitate educational changes.
Contract for the demonstration and evaluation of the Individualized Industrial Engineering Technology Program at Moraine Valley Community College.	F 35,500 (D) L 15,000	
Contract with an individual and/or agency to determine means for increasing job possibilities for the veteran.	F 15,000 (D) L 12,000	Research activities will provide data for program planners to initiate programs and to facilitate educational changes.
For other projects see Multi-Multi 6b and 7a		

ADULT LEVEL RATIONALE

Occupational education is a significant component of the career education concept and cuts across all levels of its application. The major objective of the skills component of the concept is that career education is for persons of all ages and in all communities of the state.

It becomes increasingly evident that in the state, and particularly in the area of adult education, there is a critical lack of occupational programs. It is still true that the inner city and ghetto, poverty, and rural areas offer the fewest relevant occupational programs to the target population specified in the 1968 Amendments. Post occupational programs have continued to meet the needs of only a small percentage of those adults in need of training and/or retraining.

Prior to 1968, adult occupational education in Illinois was provided chiefly by secondary schools. In 1968, legislation provided incentive for community college involvement. As a result, the community college involvement in adult education has been increasing, and secondary school involvement has been decreasing.

Enrollment trends for adult occupational programs show a marked decrease from FY 1970 to FY 1973, and FY 1974 projections indicate a period of stationary enrollment. A large portion of this decrease is attributable to classification of persons previously counted as adults as part-time post-secondary students. This has caused proportionate decreases in the number of students claimed for adult occupational education programs but does not mean that services and opportunities for this group has decreased.

The Division will sponsor activities related to adult programs in FY 1974 even though enrollment increases look small. Major efforts are now underway to collect data on secondary and post-secondary programs for adults in occupational education and to improve these delivery systems as an important part of the local occupational program.

Adult: General

The Division will continue to provide consultant services and program funding for this important aspect of occupational education. Areas of needed services have been identified from reports of on-site evaluation teams. Cooperative efforts with the Office of the Superintendent of Public

Instruction and Illinois Junior College Board are directed toward the training and/or retraining of adults in occupational education. Strong interest in the consumer and homemaking programs for adults is being explored.

Projected expansion and replacement needs for FY 1974 and FY 1978 indicated in Table 1 show that jobs are going to be available in many different occupational areas. The task of educational agencies is particularly critical now in view of the new and emerging occupations and resultant demands on the labor force.

Acult: Disadvantaged

Local educational agencies and correctional institutions will continue to receive funds for occupational programs for disadvantaged adults. Effort will be made to identify and promote new and innovative services in occupational education for this segment of the adult population.

Adult: Handicapped

The Division will continue to encourage secondary and post-secondary institutions through a special funding factor to provide special services for handicapped adults both in a regular institutional setting and in other state agencies. Effort will be made to coordinate the activities of many agencies with responsiblities in this area to collectively identify these individuals and the services that should be provided them. Consultant activities will deal specifically in helping the administrator design, implement, and promote these programs.

Adult: Multi

A statewide survey of all adult occupational programs is now being sponsored by the Division to define activities and evaluate the effect, impact, and significant outcomes of adult occupational education programs. It is the intent of this project to do more than simply report positive or negative results and trends. The project has been designed to selectively investigate teaching techniques, identify exemplary program parts, and to synthesize a model design. The pilot model will be implemented in FY 1974.

In addition to this activity, guidance staff will continue to promote expanded guidance services for adults at the local level. Out-of-school youth and other adults must receive up-to-date occupational information and labor market trends to help them identify potential training and/or retraining possibilities.

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: General

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
1. Encourage LEA's to serve adults needing training for employment, adjustment to individual or industrial change, and upgrading occupational skills.	1a. The number of adults participating in occupational preparatory and supplemental courses will remain somewhat stationary.	21,570 Adults	21,290	21,850
	1b. The exemplary project related to the implementation of a model program in adult occupational education will continue.		1 Major project	
2. Promote the development of programs for adults in communities which are economically depressed and/or have a high rate of unemployment by providing programs to help them with consumer problems related to the dual role of homemaker and wage earner.	2a. Approximately the same number of adults residing in designated areas will receive consumer and homemaking education.	6,000 Families	6,000	7,000
	2b. Professional development, curriculum and research projects will be initiated to improve Consumer and Homemaking education programs and activities.	8 Activities	6-8	

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
1a. ADULT PROGRAMS Continue funding LEA's for adult occupational education courses.	F 862,500 (B-3) S1,162,500 L4,250,000	1. Expansion of adults occupational education in programs will provide opportunities for more adults to realize their potential and to experience success in the world of work.
1b. EXEMPLARY Contract for the implementation of a model program for adults in occupational education.	F 20,000 (D) L 5,000	A model program in adult occupational education will provide visability for implementing and/or improving program.
2a. CONSUMER AND HOMEMAKING EDUCATION Plan and contract for adult programs and activities in consumer and homemaking education utilizing Part F funds.	F 340,642 (F) L 270,000	2. Adults will become more competent consumers in relation to their roles as homemakers and wage earners.
2b. PROFESSIONAL DEVELOPMENT See Multi-Multi 10a CURRICULUM See Multi-Multi 11c EXEMPLARY See Multi-Multi 8a		

Table 3
Annual and Long—Range Planning and Budgeting

LEVEL: Adult
POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		[illegible]	1974	1978
3. Promote programs to serve disadvantaged adults, including: unemployed and under-employed adults, particularly those in geographic areas where unemployment and under-employment are highest, out of school youth, including dropouts, recent high school graduates, and college dropouts, particularly in areas where drop-out rates and youth unemployment rates are highest, and adults served by other State agencies.	3a. The number of disadvantaged adults enrolled in occupational education courses provided by LEA's will remain about the same.	1,250 Adults	1,250	1,300
	3b. The number of disadvantaged adults enrolled in occupational programs in the State Department of Corrections will increase.	460 Adults	540	600

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
3a. STATE PROGRAMS: DISADVANTAGED Fund LEA's for occupational programs for disadvantaged adults. ADMINISTRATION AND SUPERVISION Review and analyze on-site evaluation reports to identify areas of concern. Continue consultant services for on-going programs. Promote the development of new occupational education programs to serve disadvantaged persons. Review findings of the FY 73 research project, Statewide Survey of Adult Vocational Education Programs and Services, to assess what is being done for disadvantaged adults and the potential of LEA's for expanding services to this group.	F(435,750) (B-4) L 491,804	3. Disadvantaged adults will have opportunities to attain skills and knowledge which contribute to their success in employment and to their contributions to society.
3b. STATE PROGRAMS: DISADVANTAGED Continue regular funding to other agencies conducting adult occupational education programs which have been approved in their One- and Five-Year Plans for Vocational Education.	F 252,000 (A-102b) L 200,000	

Table 3

Annual and Long-Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: Disadvantaged

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
3. cont'd.				

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Continue, expand, and promote special contracts for new occupational programs in State agencies.	F (80,000) (B-4) L 136,000	
ADMINISTRATION AND SUPERVISION		
Assist in three in-service training programs for occupational instructors and counselors.		
Promote and participate in interagency activities related to occupational education for disadvantaged adults.		

Table 3
Annual and Long–Range Planning and Budgeting

LEVEL: Adult

POPULATION SERVED: Handicapped

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
4. Promote the development of occupational education program to serve handicapped adults.	4a. The number of handicapped adults enrolled in occupational programs provided by local educational agencies will remain somewhat the same.	220 Adults	220	250
	4b. The number of handicapped adults in State agencies who are enrolled in occupational education programs will increase.	1,500 Adults	1,700	2,000

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
4a. STATE PROGRAMS: HANDICAPPED		4. Handicapped adults will have opportunities to acquire occupational knowledge and skills designed to meet their needs.
Continue funding of programs for handicapped adults.	F (60,000) (8-5) L 75,000	
ADMINISTRATION AND SUPERVISION		
Gain insight into status of adult programs through review of team evaluations resulting from the Three-Phase Evaluation System.		Handicapped adults who have salable skills will be able to compete for jobs in the labor market and to become contributing members of society.
Review findings of FY 1973 research project, Statewide Survey Adult Vocational Education Program to assess what is being done for handicapped adults. Continue consultant services for on-going and new programs.		
4b. STATE PROGRAMS: HANDICAPPED		
Continue regular occupational education funding to State agencies conducting programs approved in their One- and Five-Year Plans for Occupational Education.	F(240,000) (8-5) L 86,000	
Fund under special contract new occupational programs provided for handicapped adults in State agencies	F(115,000) (8-5) L 108,000	
ADMINISTRATION AND SUPERVISION		
Participate in State interagency activities related to occupational programs for handicapped adults		

Table 3
Annual and Long--Range Planning and Budgeting

LEVEL: Adult
POPULATION SERVED: Multi-Group

GOALS	OBJECTIVES	OUTCOMES		
		1973	1974	1978
5. Promote guidance and counseling services at local levels to provide adults and out-of-school youth with information regarding Educational opportunities available for training and/or upgrading, Current and accurate information regarding status of local, state and national labor markets, and Agencies where ancillary services can be secured.	5a. Guidance and counseling services for adults will be promoted through DVTE consultant participation in local in-service activities, personnel development and curriculum development.	60 Consultant	75 activities 2 Major projects	80

Table 3 Continued

ACTIVITIES FOR 1974	BUDGETED TOTAL FUNDS	BENEFITS
Encourage secondary schools, area vocational centers, two-year public colleges and technical schools to provide guidance and counseling services for adults. PERSONNEL DEVELOPMENT See Multi-Multi- 10a CURRICULUM DEVELOPMENT See Multi-Multi 11a		5. Out-of-school youth, veteran and other adults will have a source of current information relative to career planning and retraining opportunities.

Table 4

PROJECTIONS OF STATE'S ENROLLMENTS

	1973	1974	1975
Occupational Programs Summarized by O.E. Codes (Gainful Only) 1/	current xxx	xxx	xxx
01. Agriculture	32,000	34,000	39,000
04. Distribution	26,800	27,200	28,300
07. Health	23,000	29,000	31,300
09.02 Occupational (Home Ec.)	68,000	78,000	83,600
14. Office	241,200	244,800	254,700
16. Technical	14,000	17,500	18,800
17. Trade and Industry	229,000	250,000	321,800
99. Group Guidance/Pre-vocational	850,000	950,000	1,264,000
Total	1,484,000	1,630,500	2,041,500
Level of Instruction (Gainful Only) 1/	xxx	xxx	xxx
Secondary	509,000	545,500	600,000
Post Secondary	100,000	110,000	151,500
Adult	25,000	25,000	26,000
Total	634,000	680,500	777,500
Special Programs/ Purposes 2/	xxx	xxx	xxx
Disadvantaged	65,100	68,200	82,620
Handicapped	14,280	15,340	18,230
Cooperative Education Part G only	1,280	1,625	2,690
Work Study	900	1,100	1,500
Exemplary	6,000	7,000	11,000
09.01 Consumer & Homemaking Part F	18,390	18,850	21,560

1/ Unduplicated Count
2/ May be Duplicated Count

Table 5

FISCAL YEAR 1974 ENROLLMENTS

Occupational Programs Summarized by O.E.Codes (Gainful Only)	Secondary			Post Secondary			Adult			Cooperative					
										Part B			Part G		
	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H
01. Agriculture	24615	2500	385	3105	160	35	2820	140	240	630	75	15	0	100	0
04. Distribution	17315	3190	495	5220	320	60	455	90	55	4950	560	110	0	685	10
07. Health	2870	5760	270	17030	880	190	1490	360	150	970	110	20	0	15	5
09.02 Home Economics Occupational Preparation	62170	8090	2040	4705	240	55	600	50	50	795	90	15	0	375	0
14. Office	181060	17290	3450	36215	1880	405	3720	430	360	5720	650	130	0	270	40
16. Technical	0	0	0	15530	800	170	905	20	75	55	5	0	0	0	0
17. Trade & Industry	184210	24170	5620	21625	1130	245	11300	700	1000	3610	410	80	0	115	10
99. Group Guidance/ Pre-vocational	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Total	472240	61000	12260	103430	5410	1160	21290	1790	1920	16730	1900	370	0	1560	65
09.01 Consumer & Hmkg. Part F	12550	0	0	300	0	0	6000	0	0	–	–	–	–	–	–
Work Study	0	700	0	0	400	0	0	0	0	–	–	–	–	–	–
Exemplary	4897	1260	700	110	21	12	0	0	0	–	–	–	–	–	–

R = Regular
D = Disadvantaged
H = Handicapped

Table 6

ESTIMATES OF TOTAL FUNDS NEEDED FOR VOCATIONAL EDUCATION AND ANNUAL ALLOCATION PLAN

(Federal, State and Local to obtain State Plan Objectives regardless of funding sources)

PROGRAM/PURPOSE	Funds	Current 1973	Long Range Plan 1974	Long Range Plan 1978
State Programs Part B	Total	166,793,482	182,837,532	208,549,412
	Federal	17,658,596	18,550,596	23,854,820
	S & L	148,034,886	164,286,936	184,694,592
1. Secondary	Total (F,S,L)	108,921,654	109,025,754	130,830,904
2. Post-Secondary	Total	29,933,914	37,159,200	36,220,696
3. Adult	Total	3,795,629	6,275,000	4,704,753
4. Disadvantaged	Total	5,456,711	5,700,000	6,548,053
5. Handicapped	Total	2,323,047	2,500,000	2,787,655
6. Construction	Total	11,648,628	17,521,929	21,026,314
7. Guidance and Counseling	Total	1,611,299	1,736,299	2,083,557
8. Contracted Instruction 3/	Total	–	–	–
9. Ancillary Services		xxx	xxx	xxx
a. Administration & Supervision	Total	1,776,300	1,672,200	2,006,640
b. Evaluation	Total	125,000	125,000	125,000
c. Teacher Training	Total	698,500	760,775	600,000
d. Research and Demonstration Projects	Total	–	–	1,000,000
e. Curriculum Development	Total	502,800	361,375	615,840
Section 102(b) State Programs Disadvantaged	Total (F,S,L)	1,055,125	1,550,266	1,960,318
Research and Training Part C	Total	1,159,398	1,155,580	1,391,276
	Federal	765,580	765,580	918,696
	S & L	393,818	390,000	472,580
Exemplary Programs Part D	Total	468,937	384,437	675,000
	Federal	238,937	238,937	325,000
	S & L	230,000	145,500	350,000
Consumer & Homemaking Education Part F	Total	1,259,642	1,526,542	1,760,000
	Federal	1,089,642	1,089,642	1,400,000
	S & L	170,000	436,900	360,000
Cooperative Education Part G	Total	845,201	847,011	1,090,000
	Federal	655,201	655,201	830,000
	S & L	190,000	191,810	260,000
Work Study Part H	Total	455,361	457,041	575,000
	Federal	305,361	305,361	385,000
	S & L	150,000	151,680	190,000
Grand Total	Total	172,037,146	188,758,409	216,001,006
	Federal	21,968,442	22,455,583	28,733,834
	S & L	150,068,704	166,302,826	187,267,172

Table 6A

ANNUAL ALLOCATION OF FY 74 FUNDS

FOR STATE VOCATIONAL EDUCATION PROGRAMS

PROGRAM/PURPOSE	TOTAL	FEDERAL	STATE	LOCAL
PART B – STATE PROGRAM	182,837,532	18,550,596	22,331,700	141,955,236
1. Secondary	109,025,754	9,357,896	8,915,500	90,752,358
2. Post-Secondary	37,159,200	3,434,200	3,725,000	30,000,000
3. Adult	6,275,000	862,500	1,162,500	4,250,000
4. Disadvantaged	5,700,000	(4,785,000) 1/	–	5,700,000
5. Handicapped	2,500,000	(2,075,000) 1/	–	2,500,000
6. Construction	17,521,929 2/	3,000,000	6,987,500 3/	7,534,429
7. Guidance & Counseling	1,736,299	–	725,000	1,011,299
8. Contracted Instruction	–	–	–	–
9. Ancillary Services	xxx	xxx	xxx	xxx
a. Admin. & Super.	1,672,200	856,000	816,200	–
b. Evaluation	125,000	125,000	–	–
c. Personnel Dev.	760,775 4/	652,000	–	108,775
d. Research & Demo.	–	–	–	–
e. Curriculum Dev.	361,375	263,000	–	98,375
SECTION 102(b)	1,550,266	850,266	–	700,000
RESEARCH (PART C)	1,155,580	765,580	–	390,000
EXEMPLARY (PART D)	384,437	238,937	–	145,500
CONSUMER & HOMEMAKING (PART F)	1,526,542	1,089,642	–	436,900
COOP (PART G)	847,011	655,201	–	191,810
WORK STUDY (PART H)	457,041	305,361	–	151,680
GRAND TOTAL	188,758,409	22,455,583	22,331,700	143,971,126

1/ Absorbed in Secondary and Post-Secondary Totals

2/ Total includes $6,987,500 from Capital Development Board

3/ Capital Development Board

4/ Total includes $240,000 EPDA, Part F Section 553 Monies

Table 7

Construction Projects On Which Construction Will Start in Coming Year

Name & Address County & Cong. Dist.	Estimated Beginning Construction Date (Month-Year)	Estimated Completion Date (Month-Year)	Building Capacity 1/
Watseka Iroquois County 17th Cong. Dist	Nov. 1973	July 1974	350
Freeport Stephenson County 16th Cong. Dist.	Nov. 1973	July 1974	350
Carmi White County 21st Cong. Dist.	Jan. 1974	Aug. 1974	300
Joliet Will County 17th Cong. Dist.	Jan. 1974	June 1975	500
Ullin Five County 24th Cong. Dist.	March 1974	Dec. 1974	700

1 Vocational student capacity at any one time. In Illinois most area centers operate two, three or four different sessions per day. Therefore, an area center with a building capacity of 500 operating on four, two-hour sessions each day would serve 2,000 students per day.

Projected Number of Construction Projects Needed Each Year for The Next Five Years

Year	Number Projects	Total Building Capacity
1975	5	4,150
1976	4	3,400
1977	5	3,550
1978	5	3,950

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization		1973-74								1974-75							
				Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/				Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/	
		Total Staff Required	Personnel Available 2/	Replacement 3/	New Staff 4/	Pre-Service 5/	Other 6/	Excess	Deficit	Total Staff Required	Personnel Available 2/	Replacement 3/	New Staff 4/	Pre Service 5/	Other 6/	Excess	Deficit
Grand Total (unduplicated) 1/	S	7383	5084	916	1383	1100	425		774	7449	5146	967	1336	1130	513		660
	PS	1661	1144	206	311	248	96		173	1676	1158	217	301	254	115		149
	A	185	128	22	35	27	11		19	186	128	25	33	28	13		17
Vocational Programs (specified by OE code)																	
01. Ag.		740	674	26	30	128	20	82		750	665	60	25	125	15	55	
04. D.E		520	459	51	10	29	10		22	525	450	70	10	32	20		28
07. Health		725	567	62	96	26	35		97	750	576	64	110	40	40		94
09.01 Con. Hmk.		1500	1112	370	18	334	148	94		1505	1220	380	5	340	200	155	
09.02 Voc. Hmk.		563	469	84	110	0	60		134	680	470	90	120	0	70		140
14. Office		1788	1315	438	35	570	175	272		1790	1335	440	15	570	200	320	
16. Technical		747	561	62	124	12	94		80	760	576	64	120	15	100		69
17. Trades & Indust.		2316	1913	212	191	361	63	21		2320	1935	215	170	365	80	60	
99. Other (specify)																	
Ancillary																	
Administration		708	250	13	445	40	10		408	720	260	20	440	50	15		395
Guid. and Couns.		1150	158	17	975	118	10		864	1150	180	20	950	120	15		835
Paraprofessional																	
Other (Specify) 8/																	
Program/Purpose Total (unduplicated)																	
Cooperative		1426	1267	126	33	70	35		54	1445	1275	120	50	80	35		55
Disadvantaged		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Handicapped		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Remedial		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Exemplary		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other (specify)																	

Footnotes See page following table.

ACTUAL AND PROJECTED DEMAND FOR VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Areas of Occupational Specialization		1975-76 Total Staff Required	1975-76 Personnel Available 2/	1975-76 Additional Personnel Needs (A) Replacement 3/	1975-76 Additional Personnel Needs (A) New Staff 4/	1975-76 Projected Supply of New (B) Personnel Pre-Service 5/	1975-76 Projected Supply of New (B) Personnel Other 6/	1975-76 Status 7/ Excess	1975-76 Status 7/ Deficit	1976-77 Total Staff Required	1976-77 Personnel Available 2/	1976-77 Additional Personnel Needs (A) Replacement 3/	1976-77 Additional Personnel Needs (A) New Staff 4/	1976-77 Projected Supply of New (B) Personnel Pre-Service 5/	1976-77 Projected Supply of New (B) Personnel Other 6/	1976-77 Status 7/ Excess	1976-77 Status 7/ Deficit
Grand Total (unduplicated) 1/	S	7522	5292	948	1282	1181	520		529	7599	5435	978	1186	1216	535		413
	PS	1693	1191	213	288	267	117		117	1710	1222	221	267	270	120		98
	A	188	132	24	32	28	13		17	190	136	25	31	21	14		19
Vocational Programs (specified by OE code)																	
01. Ag.		760	670	65	25	129	20	59		770	675	70	25	130	25	60	
04. D.E.		530	477	53	0	34	25	6		535	481	54	0	32	28	6	
07. Health		775	585	65	125	60	25		105	800	630	70	100	62	25		83
09.01 Con. Hmk.		1507	1120	385	2	345	160	118		1510	1120	390	0	350	160	120	
09.02 Voc. Hmk.		700	475	100	125	10	80		135	720	485	105	130	15	85		135
14. Office		1793	1410	390	7	575	200	392		1795	1425	400	30	577	200	407	
16. Technical		770	590	65	115	20	100		60	780	608	67	105	25	100		47
17. Trades & Indust.		2326	1955	220	151	370	90	89		2330	1975	225	130	375	95	115	
99. Other (specify)																	
Ancillary																	
Administration		725	275	25	425	60	45		345	735	323	27	385	60	50		302
Guid. and Couns.		1175	225	25	925	135	20		795	1200	270	30	900	140	20		770
Paraprofessional																	
Program/Purpose Total (unduplicated)																	
Cooperative		1480	1280	130	70	90	40		70	1490	1300	130	60	90	40		60
Disadvantaged		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Handicapped		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Remedial		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Exemplary		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other (specify)																	

Footnotes: See page following table.

Footnotes (Table 8)

Abbreviations: S – Secondary; PS – Post-Secondary; A – Adult

Pre-Service refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.

In-Service refers to persons under contract for employment in a vocational education activity.

1/ Personnel counted only once even though responsible for two or more programs; i.e., consumer and homemaking education and home economics gainful.

2/ Personnel currently employed and those expected to be employed by a school system as of June 30 for the following school year; for example, as of June 30, 1973 for school year 1973-74.

3/ Personnel who will not be available from previous year due to attrition and who must be replaced; for example, in the 1973-74 Plan attrition figures for 1972-73 are used.

4/ Additional positions for which personnel are needed due to growth and expansion.

5/ Number of prospective graduates from the State teacher education programs for entire year who are expected to enter the State system.

6/ Includes those expected to be available from all sources **other** than those referred to in footnote 5.

7/ The column under "Status" indicates the need for, or excess of personnel. This is determined by subtracting the total **Projected Supply** (B) from the total **Additional Personnel Needs** (A).

8/ Number of local school superintendents and community colleges or junior college presidents for whom vocational education programs are planned.

Table 9

PLANNED EXPENDITURE OF AND PROJECTED NEED FOR FUNDS FOR VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Category of Expenditures (P.L. 90-576)		Current 1973-74		Long Range 1974-75	
		F	S & L	F	S & L
Grand Total:	1. Total 2/	22,455,583	166,336,701	27,779,250	171,569,318
	2. P and D 3/	1,023,500	363,150	1,164,910	368,000
	3. % (2 of 1)	4.13	.23	5.59	.36
Regular State Vocational Education Programs (Part B)	1. Total	18,550,596	164,320,811	19,107,128	169,414,250
	2. P and D	652,000	108,775	763,410	140,000
	3. % (2 of 1)	3.95	.01	3.19	.08
Research Part C	1. Total	765,580	390,000	801,339	410,645
	2. P and D	145,500	51,000	157,000	53,000
	3. % (2 of 1)	16.8	13	17	12
Exemplary Part D	1. Total	238,937	145,500	245,602	165,349
	2. P and D	113,000	116,000	117,500	120,000
	3. % (2 of 1)	41.7	71.4	41.9	74.2
Consumer and Homemaking Education Programs Part F	1. Total	1,089,642	436,900	1,131,572	446,125
	2. P and D	58,000	32,500	60,000	33,000
	3. % (2 of 1)	.53	.71	.53	.71
Cooperative Vocational Education Programs Part G	1. Total	655,201	191,810	671,703	208,857
	2. P and D	65,000	21,000	67,000	22,000
	3. % (2 of 1)	.96	.10	.96	1.01

1/ Funds to be expended for personnel preparation and development during the fiscal year of this plan.

2/ On "Total" line from each category list the total Federal, State, and Local funds to be expended (current) or needed (projected) for all vocational education programs in that category. (from Table 6)

3/ On the (P and D) Personnel Preparation and Development Line for each category list that part of the total which will be used for personnel development.

Table 9

Cont'd

1975-76		1976-77		1977-78	
F	S & L	F	S & L	F	S & L
23,802,917	176,801,935	25,231,092	182,034,552	28,733,834	187,267,172
1,305,321	377,801	1,391,594	407,689	1,493,022	446,556
5.1	.22	5.2	.24	5.5	.27
19, 663,631	174,507,701	20,843,448	179,601,146	23,854,820	184,694,592
891,221	141,101	944,694	152,389	1,010,822	163,056
4.56	.14	4.5	.08	4.5	.08
811,514	431,290	859,904	451,935	918,696	472,580
160,100	55,000	172,900	59,000	186,700	63,700
18.	.12	29.	.13	22.9	.13
255,662	18[illegible]198	271,001	205,047	325,000	350,000
122,000	125,200	131,000	135,300	141,500	152,800
42.	61.4	42.2	65.2	41.1	41.2
1,176,913	401,211	1,270,958	389,575	1,400,000	360,000
62,000	34,000	67,500	37,000	73,000	41,000
.52	.81	.53	.91	5.30	.11
694,513	225,904	736,183	242,951	83[illegible]000	260,000
70,000	22,500	75,500	24,000	81,000	26,000
.10	.92	.10	.93	.96	.10

Table 10

1973–74 FINANCIAL PLAN FOR PERSONNEL PREPARATION AND DEVELOPMENT

BASED ON FUNDS AVAILABLE OR ANTICIPATED

Programs/Purposes	Total Funds Needed for Unmet Personnel Development Needs 1973–74	Total Funds Expected to be available for School Year 1973–74	Additional Funding to be requested 1973–74	
	2/	1/	3/ Other Sources	4/EPDA
Regular Vocational Education Programs (Part B)	903,410.00	297,410.00	180,000.00	426,000.00
Research (Part C) 5/	210,000.00	210,000.00	0	0
Exemplary (Part D) 5/	237,500.00	237,500.00	0	0
Consumer and Homemaking Education (Part F)	93,000.00	93,000.00	0	0
Cooperative Voc. Prog. (Part G)	89,000.00	89,000.00	0	0
Grand Total	1,532,910.00	926,910.00	180,000.00	426,000.00

1/ Funds expected to be available for personnel preparation and development
2/ Funds needed for unmet personnel needs are from Table 9
3/ Other source: Part I for Curriculum Laboratory
4/ EPDA to be other source
5/ Research and Exemplary funds support certain contract activities which indirectly provide personnel development

Table 11

PROJECTION OF STATE'S ENROLLMENTS IN VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Vocational Programs Specified by O.E. Code 1/	Pre-Service 2/			In-Service 3/		
	1973	1974	1978	1973	1974	1978
Grand Total – unduplicated	5,623	3,512	3,630	2,606	3,152	4,560
01. Agriculture	316	330	350	710	720	800
04. Dist. Education	62	62	75	70	75	85
07. Health	52	60	80	80	80	300
09.01 Comp. Homemaking	668	660	500	450	450	600
09.02 Voc. Homemaking	0	40	100	200	250	375
14. Office Occupations	1,140	1,130	1,000	290	300	390
16. Technical	24	35	55	85	110	225
17. Trades/Industry	722	735	815	200	200	250
99. Other	NA	NA	NA	NA	NA	NA
Ancillary	xxx	xxx	xxx	xx	xx	xxx
Administration	80	100	100	150	200	500
Guidance & Counseling	236	240	300	50	175	300
Para-Professional	NA	NA	NA	200	250	500
Programs/Purposes 4/ Duplicated	xxx	xxx	xxx	xx	xx	xxx
Cooperative – Part G	25	70	195	67	96	120
Disadvantaged	NA	NA	NA	30	200	65
Handicapped	40	50	60	24	46	50
Remedial	NA	NA	NA	NA	NA	NA
Exemplary	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA

1/ Includes personnel by major and/or minor teaching area as applicable.

2/ Pre-service refers to persons involved in initial vocational preparation who have not entered upon the vocational education activities for which they are preparing. Figures do not agree with Table 8 because they include both juniors and seniors.

3/ In-service refers to persons under contract for employment in a vocational education activity. Data represents the number of persons involved in in-service activities under contract with DVTE.

4/ Includes personnel whose major or minor emphasis is not identifiable by O. E. Code.

VOCATIONAL TEACHER EDUCATION INSTITUTION

Directory

Institution	Approved Teacher Educator
University of Illinois	Lloyd J. Phipps
Eastern Illinois University	Charles L. Joley
Northern Illinois University	Richard C. Erickson
Western Illinois University	Richard L. Nelson
Illinois State University	Charles B. Porter
Southern Illinois University Carbondale	William K. Appelgate
Southern Illinois University Edwardsville	John Clow
Chicago State University	Sheadrick Tillman

The Division of Vocational and Technical Education enters into contractual agreements with these agencies as well as other public agencies and private individuals for the purpose of personnel development.

All activities contracted with the state universities listed above are coordinated by the Occupational Education Coordinators listed. At the time a contract is approved for a specific activity, other items including personnel are presented for approval.

NUMBER OF DEGREES AWARDED BY SERVICE AREAS
FY 74

SERVICE AREAS	Chicago State University				Eastern Illinois University				Illinois State University				Northern Illinois University			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D
Applied Biological and Agricultural Occupations									52							
Business, Marketing and Management Occupations	95	30			82	21			90	16			90	28	6	12
Health Occupations																
Industrial Oriented Occupations	65	31			71	18			84	32			43	24	6	
Personal and Public Service Occupations*	40				71	20			70	12			43	21		
Counseling		68				62	5			65				120	6	6
Administration							14			35	3	8		15	5	
Elementary	479	10	1		369	69			573				1050	95		3

* Home Economics Education graduates are included in this figure.

B – Baccalaurate
M – Masters
S – Special
D – Doctorate

NUMBER OF DEGREES AWARDED BY SERVICE AREAS
FY 74

SERVICE AREAS	Southern Illinois University at Carbondale				Southern Illinois University at Edwardsville				University of Illinois				Western Illinois University			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D
Applied Biological and Agricultural Occupations	42	9							22	24	4	3	13			
Business, Marketing and Management Occupations	150	22			48	40	4		8	6	4		36	12		
Health Occupations	7[1]								10	5						
Industrial Oriented Occupations	40								30	9	6	10	40	10		
Personal and Public Service Occupations*	54			4					20	12	2	3	36			
Counseling		25		5		65	8							40		
Administration		34		5		44	11			9	16	10		30	24	
Elementary	400	35		17	299	76			NA				400	27		

* Home Economics Education graduates are included in this figure.

[1] Estimate

B – Baccalaurate
M – Masters
S – Special
D – Doctorate